DOCUMENT RESUME

ED 350 592 CS 011 075

AUTHOR	Fountain, Ruth Lee
TITLE	Development of a Study Skills Packet To Improve Grades in Ninth and Tenth Grade Students.
PUB DATE	Jul 92
NOTE	137p.; Educational Specialist Practicum, Nova University.
PUB TYPE	Dissertations/Theses - Practicum Papers (043)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*English Instruction; *Grade 9; *Grade 10; High Schools; Inservice Teacher Education; *Instructional Materials; *Mathematics Instruction; Notetaking; *Study Skills; Teacher Developed Materials; Test Wiseness
IDENTIFIERS	Florida; SQ3R Study Formula

ABSTRACT

A practicum developed a program of study skills to improve grades of ninth and tenth grade students in English and mathematics courses. The project contained three basic components: teacher inservices on study skills techniques in time management, reading textbooks, taking class notes, and preparing for and taking tests; student lessons for development of those skills; and quality circle meetings interacting with and responding to the program. Results showed that students' grade averages in English increased in every course except one; that students' grade averages in mathematics increased in three of five courses; that teachers' positive feelings regarding their ability to assist students toward better grades increased significantly; and that teachers evaluated the managerial style and leadership of the researcher positively. (Five tables of data are included. Seventeen references and eight appendixes--containing teacher attitude survey, leadership survey, calendar and memorandums, and lesson packages on importance of grades, time management, SQ3R, Cornell notetaking, and test taking strategies--are attached.) (SR)

****

* Reproductions supplied by EDRS are the best that can be made *

* from the original document. *

****

ED350592

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
Ruth Lee Fountain

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

Development of a Study Skills Packet
to Improve Grades in Ninth and Tenth Grade Students

by

Ruth Lee Fountain

A Practicum Report
Submitted to the Faculty of the Center for
the Advancement of Education, Nova University, in
partial fulfillment of the requirements for the degree of
Educational Specialist.

The abstract of this report may be placed in a
National Database System for reference.

July, 1992

CS011075

BEST COPY AVAILABLE

ABSTRACT

Development of a Study Skills Packet to Improve Grades in Ninth and Tenth Grade Students.
Fountain, Ruth Lee, 1992: Practicum Report, Nova University, The Center for the Advancement of Education.
Descriptors: Secondary education/ Study skills/ Achievement/ Learning strategies/ Time management/ SQ3R/ Notetaking/ Test taking strategies/ Grade improvement/

The purpose of this practicum was to develop a program of study skills which would result in improved grades of ninth and tenth grade students in English and mathematics courses.

The project contained three basic components: teacher inservices on study skill techniques in time management, reading textbooks, taking class notes, preparing for and taking tests; student lessons for development of those skills; and quality circle meetings interacting with and responding to the program .

This practicum has very powerful implications and the successful results make it applicable in any secondary school setting.

The quality circle group provided valuable references in all aspects of the project, especially in the area of further refinement of leadership skills and techniques of the author and in refinement of the end product: a study skills program for the high school student.

Table of Contents

Page

Title Page i

Abstract ii

Table of Contents iii

Chapters

I. Purpose 1

1.1 Background 1

1.2 Problem Statement 3

1.3 Outcome Objectives 7

II. Research and Solution Strategy 9

III. Method 18

IV. Results 23

V. Recommendations 27

VI. Reference List 28

VII. Appendices 30

A: Teacher Attitude Survey 31

B: Lesson One-Importance of Grades 32

C: Lesson Two-Time Management 33

D: Lesson Three-SQ3R 34

E: Lesson Four-Cornell Notetaking 35

F: Lesson Five-Test Taking Strategies 36

G. Calendar and Memorandums 37

H. Leadership Survey 38

CHAPTER I

PURPOSE

1.1 BACKGROUND

The targeted school in this study is one of Florida's 298 secondary schools with a 9-12 configuration located on the central east coast. The school, which was built in 1968 on 67 acres of land, is comprised of 22 buildings, 12 of which house instructional classrooms, departmentalized by subject area. All demographics information in this chapter can be researched through the school's ten year self-study for the Southern Association of Colleges and School's evaluation, (1991) and in the school's Annual Reports, (1985-90).

There were 1236 students enrolled as of October, 1990; 67% Caucasian, 32% Black, and 1% Spanish, Asian, and North American Indian. Although the instructional curriculum of the school covers the spectrum of state offerings, level one courses through advanced placement courses, the average reading level of the students is below eighth grade. Only about 20% of the graduating class enter post secondary educational institutions (Department of Education Fall Student Survey, 1990). The community has several high income areas, but basically the economic status of the school is middle to low middle income. The majority of students live with only one adult in the household or with a family unit which is not original from birth. Approximately 2% of the students live independently without any guardianship, and approximately 6% of the females are teenage parents. (Statistics of males as parents is gathered informally and through the teenage mothers and; therefore, this information is not available.)

At the time of this practicum, there were 75 instructional teachers consisting of 45 females, 30 males: 83% White, 13% Black, and 4% Hispanic; and 5 administrators: 2 males and 3 females: 60% White and 40% Black.

The author of this study has been one of the school's twelve month assistant principals for the last seven years, with 24 years of experience, 20 as a secondary school administrator in the target school and in the cross town rival high school. The educational background of the writer includes a Bachelor of Liberal Arts degree from the City University of New York system in health education; a Master's of Education degree in guidance from a private Florida college, and an additional 18 graduate hours for certification in administration from the same Florida institute. The author is presently enrolled in the Nova University program for an Educational Specialist degree in Educational Leadership.

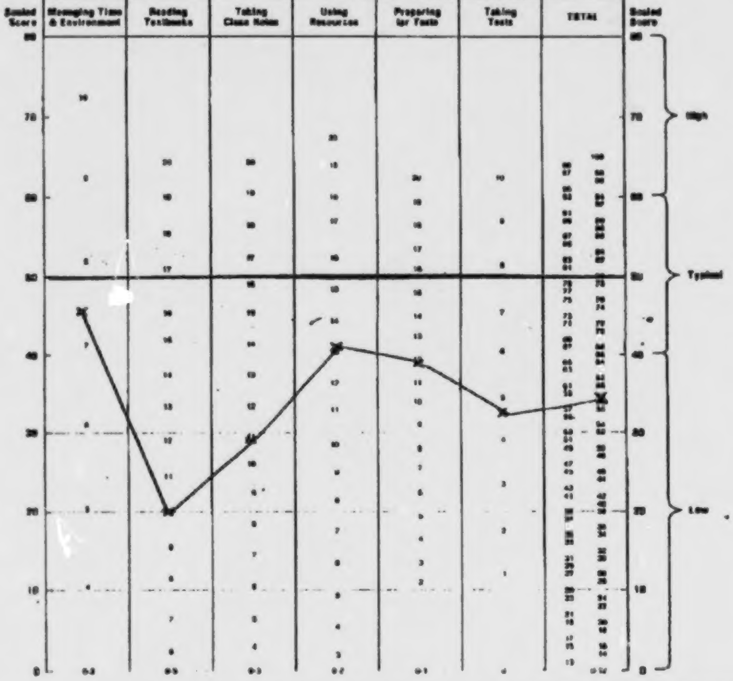
The responsibilities of the writer of this study cover the entire secondary school operation with emphasis in the curriculum areas of mathematics and English, testing and accountability, student services, communications, and teacher inservice and training.

The author developed the first dropout prevention program model in the county from a competitive grant award from the state in 1987 which reflects an interest in the failure rate of students in the targeted school; further, the author is concerned about and must account to the District and the State for all unsuccessful, at-risk students who do not graduate or do not get promoted from one grade level to the next. Therefore, the purpose of this practicum was to raise the percentage of students passing academic subjects in grades nine and ten by developing good study skill techniques. This in turn would decrease the number of unsuccessful/ at-risk students ; increase the promotion rate and decrease the dropout rate.

1.2 PROBLEM STATEMENT

In the fall of 1987, ACT conducted a national study to obtain norms for the Study Power Inventory (Appendix A). A total of 9,232 students (3,301 10th graders, 3,089 11th graders, and 2,842 12th graders) from 30 high schools participated in this study. Seventy-eight percent of the students were Caucasian, 7% were Black, 2.5% were Hispanic, 2.5% were Asian and the remaining 10% did not specify. The norm results showed the scaled score of 40-60 as the typical score; 60-80 as high and below 40 as low. The target school participated in this national study and the total battery for the target's school tenth graders was 34.3% (260 participants) which identified that the majority of the students appeared to have less adequate study behaviors that other students of the same age across the nation.

Table 1- ACT Study Skills Results



Specifically, when looking at the 9th and 10 grade students in English and Math courses at the target school, as compared to District averages, (course analysis report), it again appeared that the target school's students are at the bottom end of the scale.

Table 2

Course Analyses: Percentage of Students with A,B,C,D as of Jan. 1991

Course	Target School	School A	School B	School C	District Average	Difference
English Skills I	74.5%	55.9%	70.3%	n/a	76.8%	-02.3%
English Skills II	60.7%	68.2%	81.6%	91.9%	82.2%	-21.5%
English I	92.7%	57.0%	79.4%	n/a	77.4%	+15.3%
English II	88.6%	83.6%	88.9%	85.0%	80.0%	+ 8.6%
English Honors I	93.5%	79.8%	96.7%	n/a	94.9%	-0 1.4%
English Honors II	91.8%	88,7%	94.7%	96.7%	94.7%	-0 2.9%
		Mean Difference			**-4.2%**	
Applied Math I	88.7%	53.0%	73.1%	79.6%	76.2%	+12.5%
Pre Algebra	57.7%	86.6%	77.4%	n/a	80.0%	-22.3%
Algebra I	73.1%	71.5%	74.7%	74.6%	73.5%	-00.4%
Algebra I Honors	81.0%	86.4%	100%	n/a	93.3%	-12.3%
Geometry Honors	94.3%	97.1%	95.6%	96.9%	95.9%	-01.6%
		Mean Difference			**-24.1%**	

In all the ninth and tenth grade English and Math courses at the target school, the students are below the District average with a mean difference of -4.2% in English and a mean difference of -24.1% in mathematics.

At the education summit in Charlottesville, Virginia, in September, 1989, President Bush and the nation's governors established clear national performance goals for education, stating that the high school graduation rate will increase to at least 90%, and students leaving grade 12 will have demonstrated competency in challenging subject matter including English and mathematics (United States Department of Education, 1990). With this commitment as a guideline, Commissioner of Education Betty Castor has developed a number of goals and competitive awards for schools meeting these high performance state standards. Incentives are given for raising the graduation rate, raising the promotion rate, and lowering the dropout rate (Accountability Grant, 1989). When addressing the Six National Goals of Education and the State of Florida's "Reaching for Excellence" Goals, the target school falls short in all areas of accountability. The following table, Table 3, shows the status of the problem at the target site.

Table 3: Discrepancy Analyses by Individual Course at Target Site

Course	Passing Rate	Should Be	Discrepancy
English Skills I	74.5%	92.5%	-18.0%
English Skills II	60.7%	92.5%	-31.8%
English I	92.7%	92.5%	+00.2%
English II	88.6%	92.5%	- 3.9%
English Honors I	93.5%	92.5%	+ 1.0%
English Honors II	91.8%	92.5%	- 00.7%
	Mean Discrepancy		**- 8.9%**
Applied Math I	88.7%	92.5%	-0 3.8%
Pre Algebra	57.7%	92.5%	-34.8%
Algebra I	73.1%	92.5%	-19.4%
Algebra I Honors	81.0%	92.5%	-11.5%
Geometry Honors	94.3%	92.5%	+01.8%
	Mean Discrepancy		**-14.3%**

In the ninth and tenth grades at the target school, 83.6% of the students received passing grades in English, and 79.0% of the students in the ninth and tenth grade received passing grades in mathematics. Both these subjects are needed for graduation and are part of the progressional plan for promotion.

Using the normal bell curve as a standard for normal distribution of grades, only 7.5% of the target group should fail, or 92.5% of the target group should successfully pass the course (Kemp, 1985). There is an average discrepancy gap of -8.9% in the ninth and tenth grade English courses in the number of students that should pass and that have passed the class, and an average discrepancy gap of -14.3% in the ninth and tenth grade math courses in the number of students that should pass and that have passed the class.

It is believed that Bloom's taxonomy of higher level critical thinking skills, (Kemp, 1985), can be incorporated during this proposal, and students will transfer the knowledge gained through this project to other academic subject areas.

Since 1987, various strategies have been used to try to improve the passing rate of students in all classes at the target school. The assumption was made that the students and parents would take on the responsibility of making a change and work towards better grades. However, this did not occur. Therefore, the goal for this practicum was to create an innovative program which would decrease the discrepancy gap between what is needed and what should be at the target school.

Thirteen teachers were needed to implement the strategies in this practicum, and they worked with 600 students in grades 9 and 10. With this large group, several problems hindered the success of the program:

1. follow through on the part of the teachers of the lessons;
2. absenteeism of the students and the teachers;
3. changes in the curriculum from 1990 to 1991;
4. changes in the calendar from 1990 to 1991.

1.3 OUTCOME OBJECTIVES

The purpose of this practicum was to improve the passing rates of the students in 9th and 10th grade English and mathematics courses at the target site.

After an analysis of the target problem, the following objectives were developed to guide this project.

Objective One- After 12 weeks of implementation, the passing rate for 50 per cent of the 9th and 10th grade students in their English courses will increase by five percentage points as recorded on the end of the semester courses analyses report.

Objective Two- After 12 weeks of implementation, through the use of critical thinking skills (transfer of knowledge), the passing rate of 50 per cent of the ninth grade students in mathematics will increase by three percentage points as recorded on the end of the semester courses analyses report.

Objective Three- After the final inservice, 50 per cent of the teachers involved in the project will feel more positive about the ability to assist students towards better grades, as shown by self evaluation of 3 or higher on a 5 point scaled survey developed by the author and the quality circle.

Objective Four- After implementation of the entire project, the author will receive an average score of 4 or above on a 5 point scale designed by the author, (with 5 being the highest) for managerial style and leadership from 80 percent of the teachers included in the project.

These objectives are considered reasonable, realistic, and necessary for the improvement of student grades in the ninth and tenth grade courses at the target site.

CHAPTER IV

RESEARCH AND SOLUTION STRATEGY

The premise on which this practicum is written is that students' grades will improve if the student is taught not only the content curriculum but how to study efficiently. Teachers and principals must create the conditions for effective schools to produce a climate for student success. These successful schools have clear, simple missions centered on improving student performance and attitudes, as well as organizational structures that enable them to initiate action and solve problems (Rothman, 1990).

The report, "A Nation at Risk" (The National Commission on Excellence in Education, 1983) made this statement about study skills: "In most schools, the teaching of study skills is haphazard and unplanned and many students complete high school and college without disciplined and systematic study habits." In addition, low achieving students usually can be described as "inefficient learners" (Pressley and Levin, 1987). If students are taught study skills, it will help them accomplish academic goals. When teachers show students how they are to learn information through a systematic process, students are able to become independent learners. Therefore, it is the teachers' responsibility to help these unsuccessful students break this failure/low expectation/helpless cycle by teaching the learning techniques needed to function in the classroom (Alderman, 1990).

According to Deshler and Schumaker (1987), students are not taught the necessary and appropriate skills and strategies that wiil enable them to cope effectively with the curricular demands of the classroom. The secondary school teacher, whose overriding instructional goal is delivery of the content, unfortunately assumes that students have mastered these skills and strategies in earlier grades. Data has indicated, however, that low achieving students reach the secondary grades without these skills. In addition, content is not delivered in a fashion that: (a) enhances the student's ability to understand what is taught; and (b) facilitates the student's ability to remember the key points of each lesson.

Christen (1987) developed nine themes concerning which study skills need to be addressed in grades K-12: (1) locating information; (2) selecting important information; (3) organizing and remembering information; (4) understanding how to read and interpret graphic aids; (5) following simple and complex directions; (6) developing reading skills; (7) retrieving information stored in long term memory; (8) using time wisely; (9) learning effective writing skills.

Lawrence (1978), reviewed the research on study skills and study habits and listed the following strategies essential for effective learning to take place: (1) locating information; (2) reading graphic materials; (3) outlining; (4) summarizing; (5) notetaking; (6) comprehending maps; (7) setting purposes and rules for remembering; (8) initiating inquiry; (9) writing papers; (10) critically evaluating information; and (11) adjusting reading rate.

Although the educational literature is overwhelming on how learning can be enhanced through the systematic application of key instructional principles such as time management, reading comprehension, and other advanced organizers, content teachers at the secondary level tend to apply these principles sporadically and with relatively low frequency. Possible reasons according to Deshler and Schumaker (1987), include the fact that most teacher-preparation programs involve limited training on how to teach content materials and that the instructional study strategies have not been translated into specific instructional routines that can be easily applied to classroom settings.

Bragstad (1982), in her guidebook for teaching study skills, suggested that students needed to assess how well they are currently using time, realize the amount of free time over which they have control, prioritize their activities that need to be completed, organize their time in an effort to meet their study and recreation needs, and share insights on effective time management. According to the ACT "Study Power" program (1987), there are 10 tips for students to manage study time: (1) keep a daily activity list and use it as a guide to get important things accomplished; (2) get into the habit of studying by setting a regular time and sticking to it; (3) study in blocks of one hour at a time, followed by short breaks; (4) study the hardest subjects first; (5) keep up with daily homework assignments and study each subject several times a week; (6) know strengths and weaknesses and put extra time and effort in weakest subjects; (7) review each subject at least once a week; (8) use spare time and weekends for studying (9) trade off some recreation time when there is lost study time; and (10) maintain a healthy balance between schoolwork and personal activities.

According to ACT (1987), there are eight tips for getting the most out of textbooks: (1) read materials before they are discussed in class; (2) integrate new material with previous readings and class discussions; (3) read actively and use textbook headings as the basis for taking quick outline notes for test preparations; (4) read flexibly, adjusting speed to the difficulty of the material; (5) read critically to sort out main ideas from minor details; (6) test understanding of textbook material by asking questions as you read; (7) develop ways of going beyond the text when necessary to clear up misunderstandings; (8) study visual aids along with the text, and use them to increase understanding of topics covered.

In an article on effective study, Robinson (1969), presented a study system often referred to as SQ3R, which makes study reading more efficient and long term remembering more probable: Surveying, Questioning, Reading, Reciting and Reviewing. SQ3R later introduced "rite" before the review step, (Krupp, 1991).

When taking notes, ACT, 1987 sets up ten guidelines for students: (1) keep alert in class; (2) listen critically but with an open mind; (3) learn the teacher's signals to help follow organization of class, pick out main ideas, and identify likely test questions; (4) think before writing to keep notes short and to the point; (5) use a note-taking system; (6) be neat and orderly organized by subject and date; (7) take shortcuts when possible; (8) note specifics that clarify abstract ideas or show how theories or principles can be applied;

(9) note own ideas; (10) highlight notes for later review with underlining or symbols such as stars and highlight important concepts and facts, likely test questions and homework assignments. The Perfection Form Company (1982), stipulates that there are five types of notetaking forms: sentence, paragraph, formal outline, decimal outline, and dash outline- each having advantages and disadvantages from "easy" to "not easy" to do, "organization" to "no organization" which one the student uses is a matter of style and preference.

According to Ellis (1985), note-taking is a three part process of observing, recording and reviewing. He suggests during the observation period that the stage should be set by completing outside assignments, bringing the right materials to class, sitting front and center, being alert, watching for clues or repetition, listening for introductory, concluding, and transition phrases, watching the board, watching the teacher's eyes, and noticing the teacher's interest level. When recording the information, Ellis suggests the Cornell format of note-taking, drawing a vertical line on the left edge of the paper reserving this section for key word clues and sample questions during review. Krupp (1991), suggested a modification of this system for students using a three ring binder: drawing the column on the right hand portion of the paper so the paper may remain in the notebook during study and review. Finally, Ellis (1985), suggests that review be done within 24 hours of note-taking. During the weekly review, notes should be edited and organized with graphic signals, key words should be used as cues to recite, and mind map summaries should be created.

When preparing for tests, ACT (1987), suggests seven tips for students: (1) keep up with day-to-day assignments so as to simplify later test review; (2) review assignments regularly to improve understanding and recall of material on tests; (3) plan ahead and begin test review several days before the test; (4) identify what is to be studied by using such clues as earlier tests and class handouts; (5) study efficiently by focusing on the topics most likely to be on the test and answering questions about them in own words; (6) stay calm before and during tests by preparing in advance and not cramming, and (7) review returned tests to learn from any past mistakes.

There are three types of tests most encountered by students: objective, problem, and essay. The objective tests include true-false, multiple choice, completion, and matching. ACT (1987) suggests the following tips for objective tests: do all questions, read all answer choices, time the test, watch wording, watch for qualifiers, watch for modifiers, watch for multiple concepts, and check work at the end. For problem tests, make notes, work problems one step a time, do all that can be done, be organized, and check work. For essay tests, read all questions before beginning, answer the easiest questions first, concentrate on one question at a time, understand the questions, make an outline, get to the point, include facts, be neat, allow room to expand, and check the work.

Throughout the country, educators are concerned about the dropout rate of high school students. Implementing a school-wide study skills program can give the students the needed support for making a major behavioral change (Bragstad, 1982), and becoming successful in the educational setting. The research specifically addresses the need for students to refine skills in time management, reading textbooks, note-taking skills, and preparing for and taking various types of tests.

Schools in the District are not formally teaching any study skills strategies. During the summer of 1991, the newly developed Language Arts curriculum guide finally included two handouts: "SQ3R" and "Cornell Notetaking". School A has not had any student preparation in this area. School B purchased study skill/assignment books for all ninth grade students for the last three years, but there is no follow-up in classes to reinforce the information. School C has had one staff member present a single workshop on study strategies with individual English classes using various transparencies from Bernice Bragstad's guidebook and again with no reinforcement in the academic classrooms.

SOLUTION STRATEGY

The project developed by the author is called"Development of a Study Skills Packet to Improve Grades in Ninth and Tenth Grade Students." It addresses all the needs of students to acquire good study skill habits. Through the educational leadership ability of the writer, lessons were developed to teach teachers how to teach students the study skills necessary to be successful in their curriculum.

It is the author's opinion that all the research can be condensed into four main subject headings:

1. Time Management which includes using time wisely (Christen , 1987), adjusting reading rate (Lawrence, 1978), instructional routines (and Schumaker, 1987), time assessment and organization (Bragstad, 1982).

2. SQ3R (Robinson, 1969), which includes locating, selecting, organizing and remembering information (Christen , 1987), reading graphic materials and evaluating information (Lawrence, 1978), and, sorting out main ideas from minor details and asking questions to understand what you read (ACT, 1987).

3. Cornell Notetaking which includes learning effective writing skills (Christen, 1987), summarizing and notetaking (Lawrence,1978), and incorporates all eight notetaking steps suggested by ACT, 1987, and the three part process of observing, recording and reviewing (Ellis, 1985).

4. Test Taking strategies which is broken down by all research on study skills into the actual study preparation time before the test and the actual strategies used during the test taking process.

These lessons were developed by condensing various features of the study skills packets offered by ACT, A.T.L.A.S.S., Guidebook by Bragstad, Making the Grade and Strategies for Study by Perfection Form and the student handbook, Becoming a Master Student by Ellis. No program could be used in its entirety because of the constraints of time and the content of the curriculum that must be covered in the Language Arts classes that were interrupted to complete this practicum.

The quality circle met regularly for an hour a week to study the project. After tackling problems that arose, the quality circle made presentations to the author for changes to enrich the program. The quality circle encouraged the use of creativity in problem-solving and the development of new products and processes for the school and the school district.

CHAPTER III

METHOD

Before the project began, the writer identified an expert consultant to assist in an inservice for the faculty at the target school. In addition, the writer consulted with the quality circle (another administrator, the media specialist, chairman of the guidance department and an academic teacher) for timing and methods of presentation and evaluation of these inservices.

Although there were some budgetary constraints in the development of the project, due to a competitive grant award from the State with the Teachers as Advisors program and the new school improvement incentive award, there was money at the target school available for the hiring of a consultant, hiring of teachers at summer institute pay, and the purchase of materials necessary for the student lessons. There were no additional materials or services needed for implementation of the project other than what is listed above and those teaching materials available to all teachers as a part of their normal school supplies.

Since the author of this practicum report is a school administrator, monitoring of the program is a part of the daily duties, and the author was able to observe the teachers and students involved in the project without any difficulty during the regular school day. Several memorandums were sent to the teaches involved in the practicum for monitoring purposes. Please refer to Appendix G.

The project was originally scheduled to take twelve weeks to implement, however, due to the number of students, the number of teachers involved and the monitoring process, the program took an entire semester, eighteen weeks to implement.

Week One- Workshop presentation (two hours in length) by the consultant to all teachers in the target school on the value of teaching study skills as part of the responsibilities of all curriculums. Also, the quality circle met and discussed the entire practicum proposal.

Week Two- A meeting with all Language Arts teachers in the target school to discuss the practicum and complete a pre-survey on the attitude and ability to assist students towards better grades. At this time, all teachers felt the project would be worthwhile and volunteered to work on the study skills project. Originally only ninth and tenth grade teachers were to be involved.

Week Three- A workshop presentation to all students on the importance of good grades and a high school diploma was given by the author to give purpose to the study skills program. See Appendix B.

Week Four- Workshop presentation (one hour in length) by the writer to all English teachers on "Managing Time and the Environment" lesson which included getting more done in school and at home, keeping up with assignments in an organized way, and creating more time for personal interests. See Appendix C. Met with the quality circle for input on the developed lesson.

Week Five, Six and Seven-Workshop presentation by the English teachers to all students on time management.

Week Five- Workshop presentation by the writer to all English teachers on SQ3R, "Reading Textbooks" lesson, identifying and using textbook organizational features. See Appendix D. Met with the quality circle for input on the developed lesson and timing. After monitoring the teachers, the author found that five of the thirteen teachers had not presented the time management lesson and a change in the timing of the workshops was needed. The quality circle and author developed a new time schedule.

Weeks Six--Nine- Workshop presentation by the English teachers to all students on SQ3R.

Week Ten- Presentation of the "Taking Class Notes" (Cornell notetaking) lesson by the writer to all English teachers which included the what, when, and how of useful notes and sorting out the main ideas from the small details. See Appendix E. Met with the quality circle for input on the developed lesson and discussion of the lack of follow through on four teachers with the program. It was suggested that the author send a follow-up memorandum for commitment time to complete the workshops.

Weeks Ten-Fifteen- Workshop presentation by the English teachers to all students on Cornell notetaking. At this time the author still had several teachers that had not completed the three workshops to date-time management, SQ3R and notetaking. When the quality circle met, a change in the practicum was developed. Since it was close to the end of the semester and the project needed to have closure before that time, it was suggested that the burden of the teaching of the last skill be divided among all teachers in the school. It was also decided that this new strategy would definitely assist in the study skills project, because all teachers would have to be knowledgeable in this skill in order to present it to the students.

Week Sixteen- Presentation of the "Preparing for Tests" lesson by the writer to all teachers in the target school, included the various type tests and strategies for test preparation. See Appendix F.

Week Seventeen- Workshop presentation by all teachers to all students on test-taking strategies.

Weeks Fifteen- Eighteen- Follow through weeks for any lessons that might need reinforcement by the author, the English teachers, and the students.

Week Nineteen- A meeting with all Language Arts teachers involved in the practicum for a post-survey on the attitude and ability to assist students towards better grades. See Appendix A.

Week Twenty- Survey to all teachers on the managerial style and leadership ability of the author in regards to this project. See Appendix H.

At the end of the semester, when the course analysis grade sheets were available from the district, statistics were compared to the data found in Table 2 and Table 3 in Chapter II of this practicum.

This project is able to be implemented by any administrator or any teacher in any high school setting using the developed inservices and lesson plans produced for this special project. It could be modified for the particular school or audience with which it would be used. The process could also be adopted in other subject areas where grades are not satisfactory and where there is need for improvement of study skills.

CHAPTER IV

RESULTS

The writer determined the success of this project by analyzing the four individual objectives developed for this practicum.

Objective One was measured by analyzing the grade distributions of all ninth and tenth grade student in English classes at the end of the semester of implementation as compared to the previous year. If the passing rate for 50 percent of the ninth and tenth grade students increased by five percentage points as reflected by the final grades in the English courses, this objective would be deemed successful.

Table 4
Course Analyses: Percentage of Students with A,B,C,D as of January 1991 Compared to January, 1992

Course	Target School		District Average		Target School
	1991	1992	1991	1992	Difference
English Skills I	74.5%	75.0%	76.8%	83.6%	+ 0.5%
English Skills II	60.7%	75.0%	82.2%	74.9%	+ 14.3%
English I	92.7%	78.7%	77.4%	89.4%	- 14.0%
English II	88.6%	91.3%	80.0%	81.0%	+ 2.7%
English Honors I	93.5%	98.8%	94.9%	98.0%	+ 5.3%
English Honors II	91.8%	96.6%	94.7%	94.3%	+ 4.8%
Mean Difference					**+ 4.6%**

The mean difference for 100 percent of the students in ninth and tenth grade English classes at the target school was 4.6%, as seen in Table 5. The students' averages increased in every course, except one. Although this author would like to say this increase was due to the study skills packet; other variables must be considered.

1. The grading periods were changed from six weeks to nine week periods. In 1991 there were three grading periods and a semester exam used to compute a semester average - each grading period equating to 2/7 of the grade and the exam equating to 1/7. In 1992 there were two grading periods and one semester exam used to compute a semester average - each grading period equal to 40 percent of the grade and the exam equal to 20 percent of the grade.

2. The lower phased classes were dropped for all basic students in the 1992 school year, eliminating the skills classes in the English department. The only skills classes in the target school were for exceptional education students.

3. Not all teachers during the 1991 school year were the same or taught the same courses as in the 1992 school year.

4. New textbook adoptions in the area of literature were introduced in the 1992 school year.

Objective two, which included the critical thinking skills component, would be analyzed by the transfer of the knowledge by ninth and tenth grade students to another area of the curriculum - Mathematics. Scores were obtained by the end of the semester course analysis report. If final grades showed a three percent increase for 50 percent of the ninth and tenth graders in the areas of Mathematics, objective two would be considered successful.

Table 5
Course Analyses: Percentage of Students with A,B,C,D as of January,1991 Compared to January, 1992

Course	Target School		District Average		Target School
	1991	1992	1991	1992	Difference
Applied Math I	88.7%	78.7%	53.0%	66.0%	-10.0%
Pre Algebra	57.7%	53.5%	86.6%	80.5%	- 4.2%
Algebra I	73.1%	79.7%	71.5%	82.5%	+ 6.6%
Algebra I Honors	81.0%	92.0%	86.4%	97.7%	+11.0%
Geometry Honors	94.3%	100.0%	97.1%	94.9%	+ 5.7%

Mean Difference **5.3%**

The mean difference for 100 percent of the students in ninth and tenth grade mathematics classes at the target school was 5.3%, as seen in Table 6. The students' averages increased in three of the five courses. Although this author would like to say this increase was due to the study skills packet; other variables must be considered.

1. The grading period changes, homogeneous grouping, teacher assignments and textbook adoptions must be mentioned again, as in objective one, items one, two, three and four.

2. In addition, mathematics has undergone several teaching strategy changes through teacher inservices on the District level. Rather than the standard pen and pencil approach, mathematics teaching now emphasizes an exploratory hands-on inquiry approach - more active learning.

Objective three, was to increase teachers' positive feeling regarding their ability to assist students toward better grades. It was evaluated through a comparison of the pre-survey and post attitude survey developed by the author and her quality circle. For objective 3 to be successful, at least 50 percent of the teachers would rate themselves with a score of 3 or higher on the post scaled survey as compared to their scores on the pre-survey. See

Appendix A. The pre attitude survey of the teachers involved in the project yielded a mean score of 2.1. The post survey of the same fifteen teachers at the end of the project yielded a mean score of 4.5 out of a possible 5 point high. It is the author's opinion that this objective has significant value. Teachers have not been taught, nor do they teach study skills on a formal basis. Research shows that students will perform better if they are taught study skills. At the start of the practicum, the project was only to involve six teachers in the English department who taught ninth and tenth graders. All eleven teachers in the department and an additional four teachers in the exceptional education department wanted to become involved in the program and wanted to involve all students in the school. Although this practicum addressed only ninth and tenth graders, the entire target school population participated.

Objective four was an evaluation by all the teachers involved in the project on the managerial style and leadership of the author. This objective would be achieved if 80 percent of the teachers gave the author a score of 4 on a 5 point scale, with 5 being the highest. The author received a mean score of 4.75 on this survey from 100 percent of the teachers. See Appendix H.

CHAPTER V

RECOMMENDATIONS

This project has been accepted by all teachers in the target school. In addition, the school improvement committee made up of administrators, teachers, parents, and students have embraced the program. The lessons developed for the practicum will be used by all ninth grade teachers for the 1993 school year. The target school will also expand the program and have a systematic method of teaching study skills to all students in all curriculum areas. The media specialist, a member of the quality circle group, has already purchased several videos for reinforcement and expansion of this program. Through a state grant, the target school has purchased special notebooks for all students which will further develop the study skills program. Several inservices are already on the calendar for teachers in all curriculum areas for the 1993 school year.

Another high school and a feeder middle school have already asked for copies of the lessons developed for this practicum. Feedback from the high school counselor are most favorable.

This program will be shared with the District, through curriculum contact meetings held by the Instructional Services Division, and the practicum will be submitted to both the English and mathematics resource teachers for their perusal. The writer will meet with the Staff Development coordinator and offer expertise in this area through inservice of other administrators and/or teachers. In addition, the author will share this information with the National Association of Secondary School Principals for possible publication.

REFERENCE LIST

American College Testing Program. Study Power, Iowa City, Iowa, 1987.

Alderman, Kay M. "Motivation for At-Risk Students." Educational Leadership, September 1990, pp. 27-30.

Bragstad, Bernice Jensen and Sharyn Mueller Stumpf. A Guidebook for Teaching Study Skills and Motivation, Massachusetts: Allyn and Bacon, 1982.

Brevard County School District. Analysis By Course Report for Schools. GR056, January 31, 1991.

Christen, William. The A.T.L.A.S.S. Program: The Application and Teaching of Learning and Study Skills, Iowa: Kendall/Hunt Publishing Company, 1987.

Deshler, Donald D. and Jean B. Schumaker. "An Instructional Model for Teaching Students How to Learn." University of Kansas Institute for Research in Learning Disabilities, 1987.

DeSirey, Janice, et al. "The Quality Circle: Catalyst for Library Change." Library Journal, April 15, 1988, pp. 52-53.

Ellis, David B. Becoming a Master Student, Rapid City, SD: College Survival, Inc., 1985.

Krupp, Linda Jean. Lecture, "Providing Students With Essential Skills for Academic Success." Cocoa High School, August 16, 1991.

Lawrence, A.E. "Study Skills and Study Habits: A Review of the Research and Literature at the Secondary Level." Research on Reading in the Secondary Schools, 1978, pp. 3-22.

National Commission on Excellence in Education. A Nation At Risk. Washington, DC: U.S. Government Printing Office, 1983.

P-ACT+. Study Power Assessment, Section O, Iowa City, Iowa: American College Testing Program, 1991.

Perfection Form Company. Making the Grade, Iowa, 1982.

Perfection Form Company. Strategies for Study, Iowa, 1982.

Pressley M. and J. Levin. "Elaborative Learning Strategies for the Inefficient Learner." Handbook of Cognitive, Social, and Neuropsychological Aspects of Learning Disabilities, Hillsdale, N.J., 1987, pp. 3-25.

Robinson, Francis P. "Survey Q3R Method of Reading." Student Resource Book. Chicago: Science Research Associates, 1969, pp. 35-40.

Rothman, Robert. "Choice Insufficient to Reform Schools." Education Week, October 1990, pp 6-7.

Appendices

Appendix A
Pre and Post Survey
Teacher Attitude Towards Assisting Students with Study Skills

ATTITUDE SURVEY

Directions: Please circle the appropriate feeling/knowledge you have in the area asked as follows: 1=never; 2=seldom; 3=sometimes; 4=most of the time; 5=always.

All students come to my class with a knowledge of study skills.	1	2	3	4	5
Students with good study skills perform better than students lacking the skills.	1	2	3	4	5
I teach my students the importance of grades and goal setting.	1	2	3	4	5
I teach my students time management.	1	2	3	4	5
I teach my students SQ3R.	1	2	3	4	5
I teach my students Cornell Notetaking.	1	2	3	4	5
I teach my students test taking strategies.	1	2	3	4	5
I reinforce the importance of grades and goal setting in my lessons.	1	2	3	4	5
I reinforce time management in my lessons.	1	2	3	4	5
I reinforce SQ3R in my lessons.	1	2	3	4	5
I reinforce Cornell Notetaking in my lessons.	1	2	3	4	5
I reinforce test taking strategies in my lessons.	1	2	3	4	5
I feel competent to teach time management.	1	2	3	4	5
I feel competent to teach SQ3R.	1	2	3	4	5
I feel competent to teach Cornell Notetaking.	1	2	3	4	5
I feel competent to teach test taking strategies.	1	2	3	4	5
I would teach study skills if I were inserviced in this area.	1	2	3	4	5

Appendix B
Lesson One - Importance of Grades

Your Name ____________________ Grade _____ Date _____

GRADUATION REQUIREMENTS PRETEST

Number of credits needed in English. ____________

Number of credits needed in Math. ____________

Number of credits needed in Science. ____________

Number of credits needed in Social Studies. ____________

List the courses specified in Social Studies.

____

____

____

____

Name two elective courses you must take in by the end of tenth grade. ____________

____

Name two other specified electives you must take. ____________

____

Number of additional elective credits needed. ____________

Number of credits needed for graduation. ____________

Name the test you must pass for a regular diploma. ____________

When do you take this test? ____________

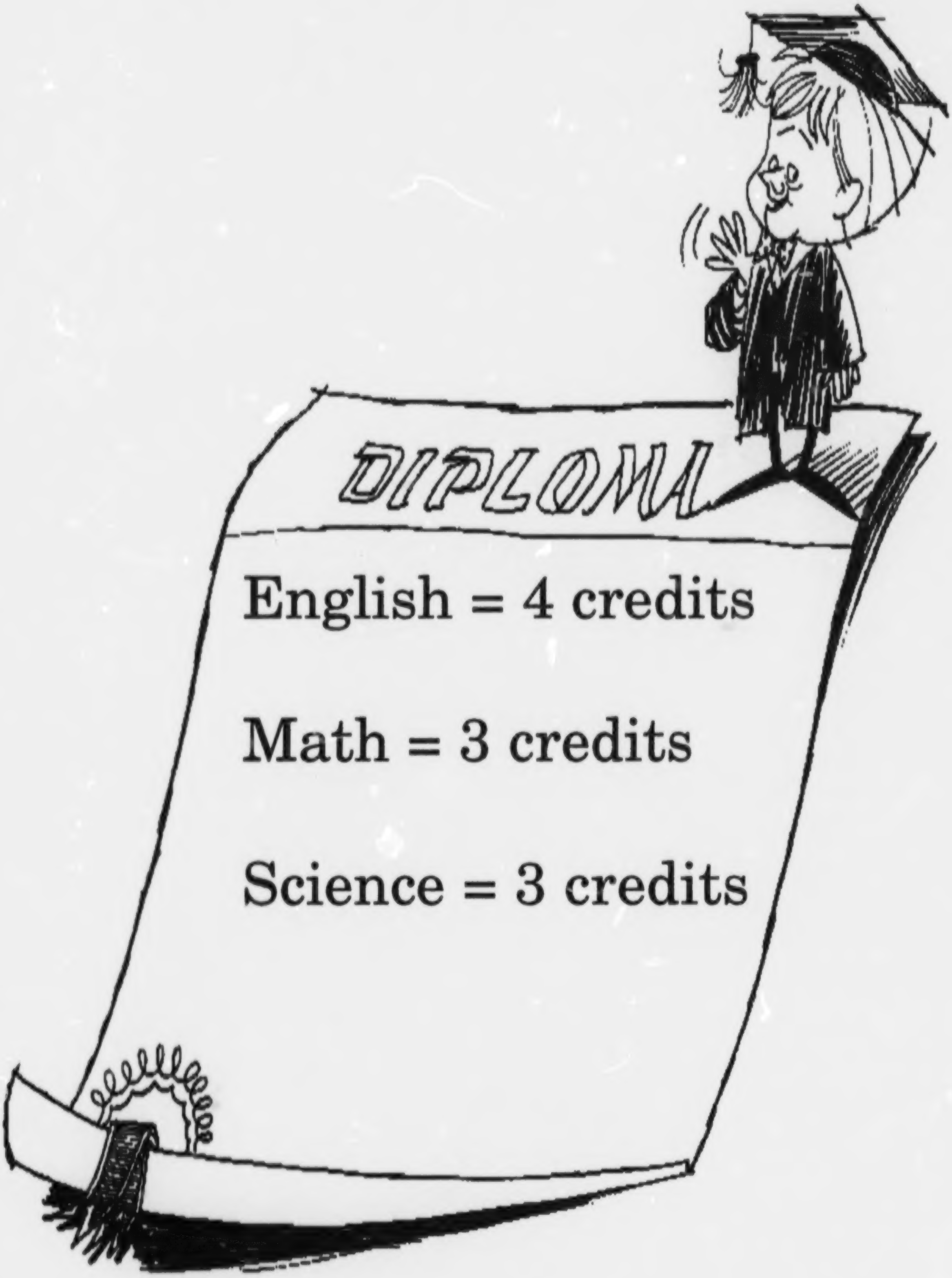
The minimum grade point average needed to graduate. ____________

What is the final requirement for your degree? ____________

What is the difference between a course and a credit? ____________

How many credits can you get in one term? ____________

GRADUATION REQUIREMENTS



English = 4 credits

Math = 3 credits

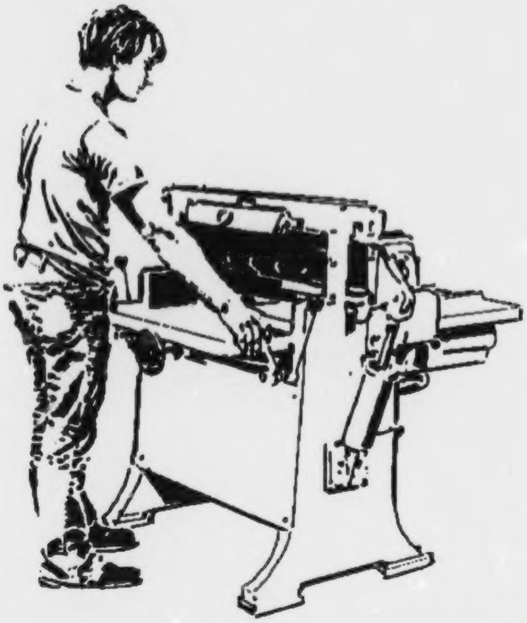
Science = 3 credits

Social Studies=
3 credits

World History
American History
American Government
Economics

Health

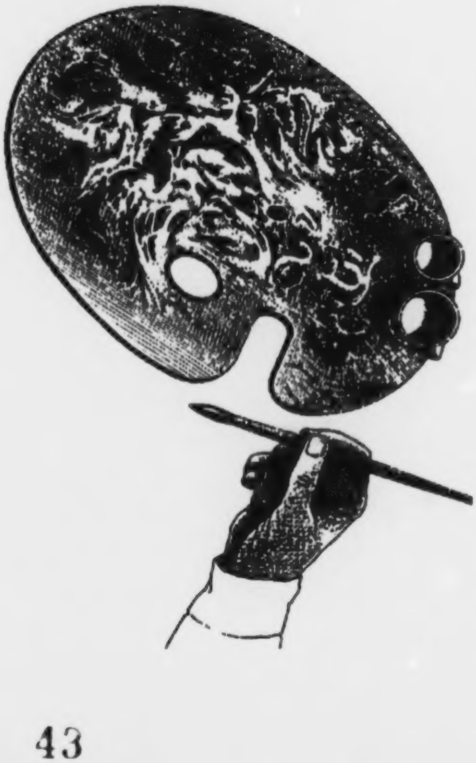
Personal Fitness



Practical
Art

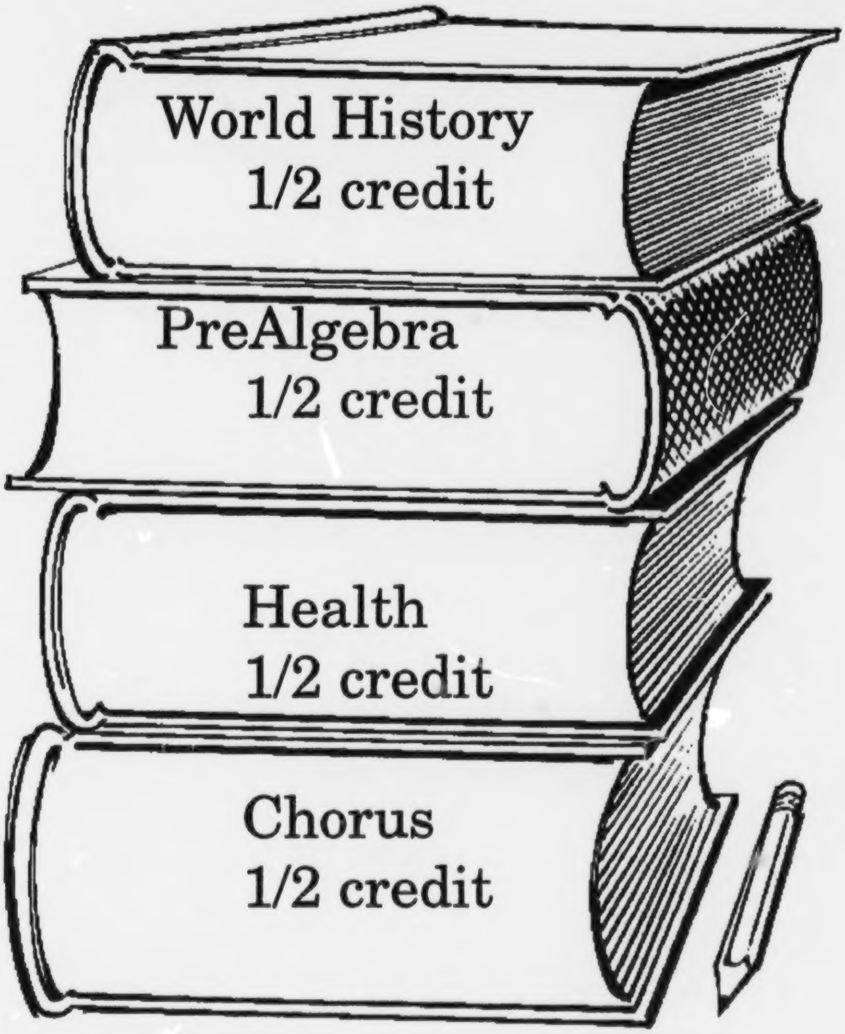
and/or

Performing
Art

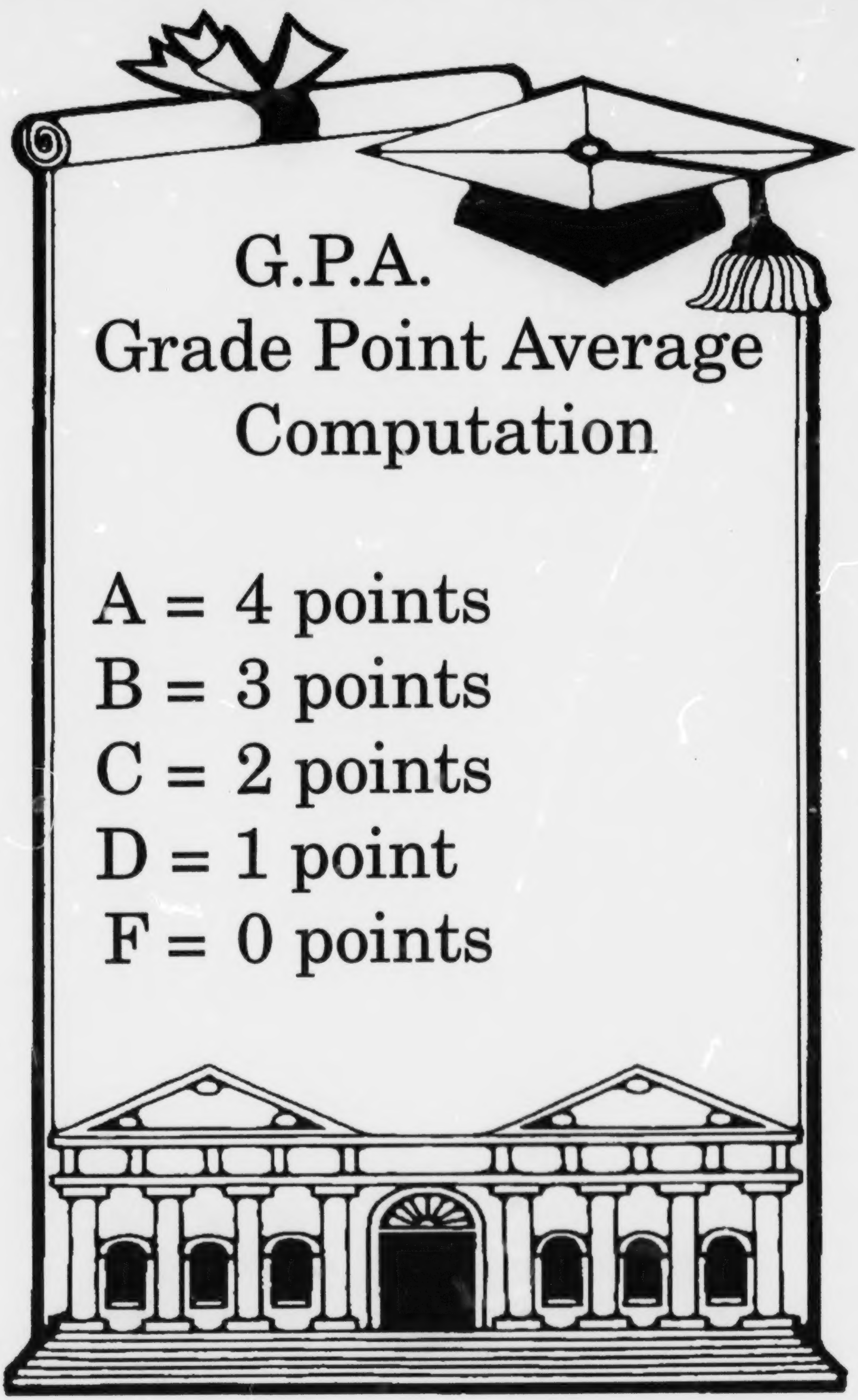


English	4
Math	3
Science	3
Social Studies	3
Health	1/2
Personal Fitness	1/2
Practical Art	1/2
Performing Art	1/2
Electives	9
Total Credits	24

Every course, every semester =
1/2 credit


World History
1/2 credit
PreAlgebra
1/2 credit
Health
1/2 credit
Chorus
1/2 credit

Two semesters in one year:
August-January January-June
Seven courses each semester
3 1/2 credits each semester
7 credits in one year



G.P.A.
Grade Point Average Computation

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

Franny Freshman's grades:

Personal Fitness	A
English I	C
World History	B
PreAlgebra	C
Physical Science	D
Art 2D	A
Practical Computers	A

1st Nine Weeks' GPA ______

Frankie Frosh's grades

Health	C
English I Honors	A
Biology I Honors	B
Algebra I Honors	C
World History Honors	A
Band I	A
Spanish I	D

1st Nine Weeks' GPA ______

Gertrude Goofoff's grades:

Personal Fitness	F
English I	D
Physical Science	D
PreAlgebra	F
World History	D
Beg. Keyboarding	D
Volleyball	F

1st Nine Weeks' GPA ______

Bruce Brain's grades:

Health	B
English I Honors	A
Biology Honors	A
World History Honors	A
Geometry Honors	A
Science Research	A
French II	A

1st Nine Weeks' GPA ______

GPA for Graduation = 1.5

GPA for Deans' Honor Roll
3.0

GPA for
Ass't. Principals' Honor Roll
3.5

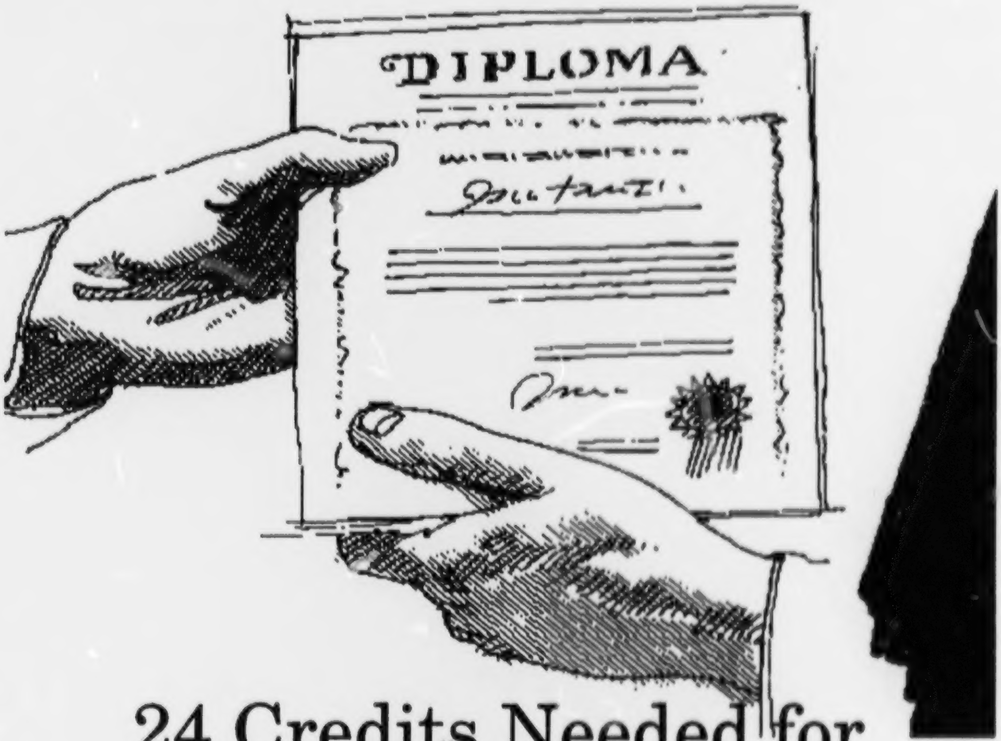
GPA for
Principal's Honor Roll
4.0

GPA for Scholarships
3.2 weighted

HSCT

High School Competency Test

Fall of 11th grade

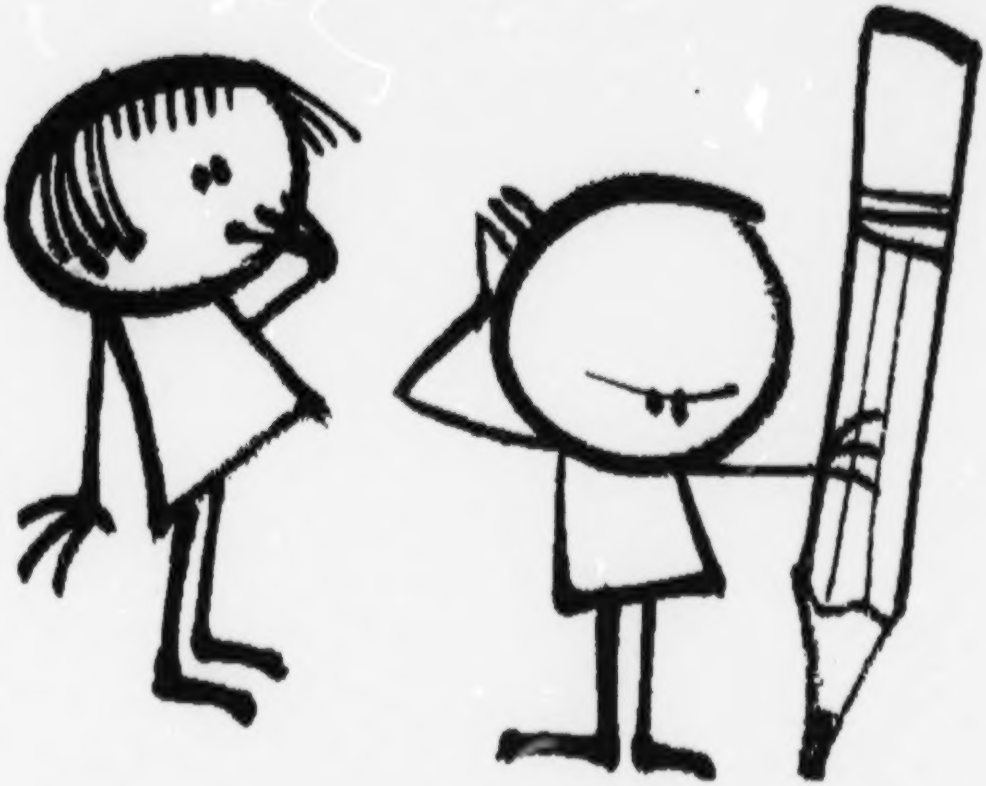


24 Credits Needed for Graduation

1.5 Grade Point Average

Pass the High School Competency Test

Principal must approve your graduation



How can I be successful in high school?

Believe in me

Respect myself and others

Set goals

Plan for the success of those goals

Don't stay by myself
- Get involved

Don't miss school
- Come everyday

Don't break rules
- Be responsible

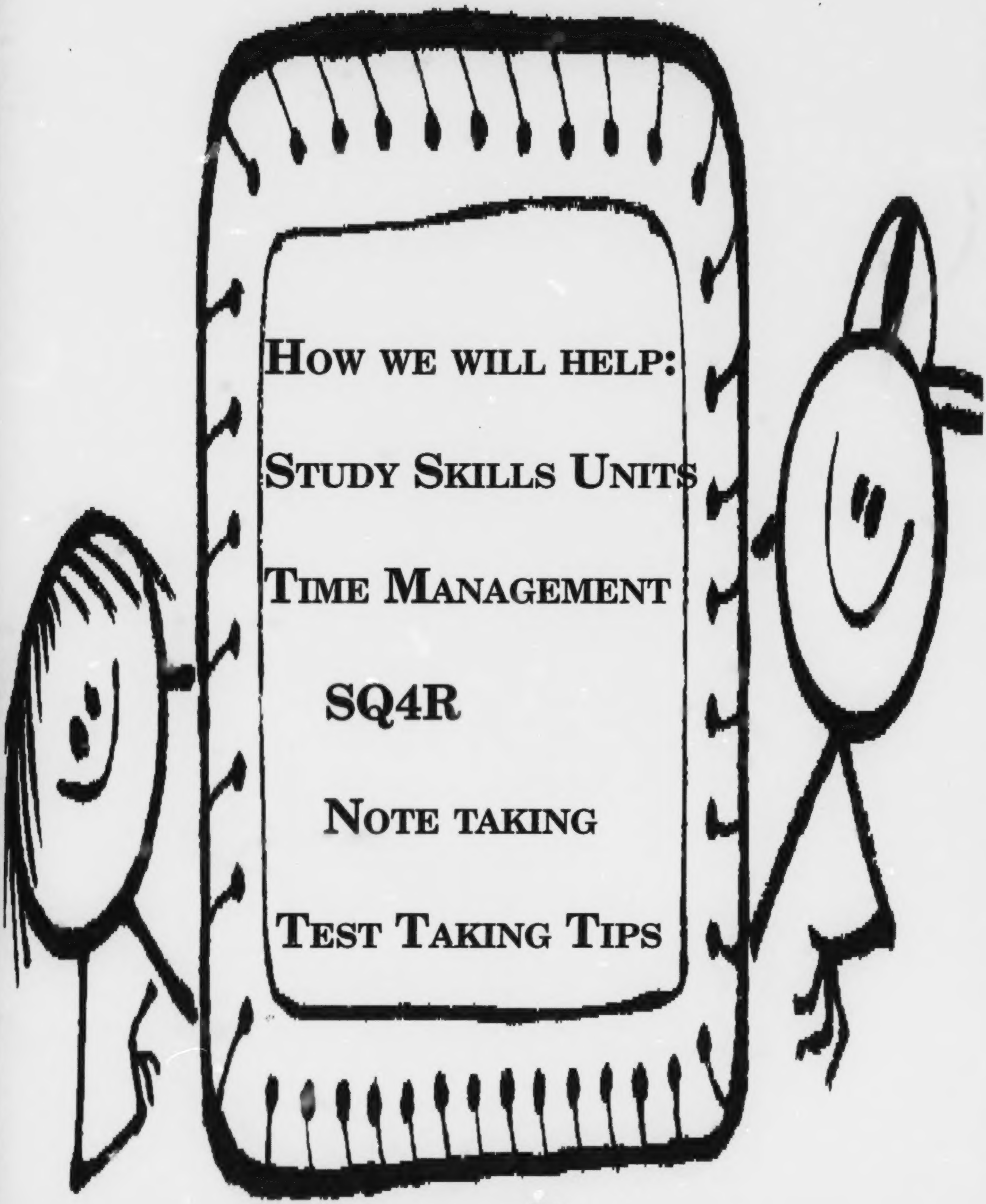
Don't make excuses - Do it!

Be organized
- keep a 3 ring binder
- keep a calendar

Have timeframes
- meet deadlines

Be prepared
- do classwork
- do homework
- study for tests

Be alert
- take notes & participate
- ask questions
  and ask for help



HOW WE WILL HELP:

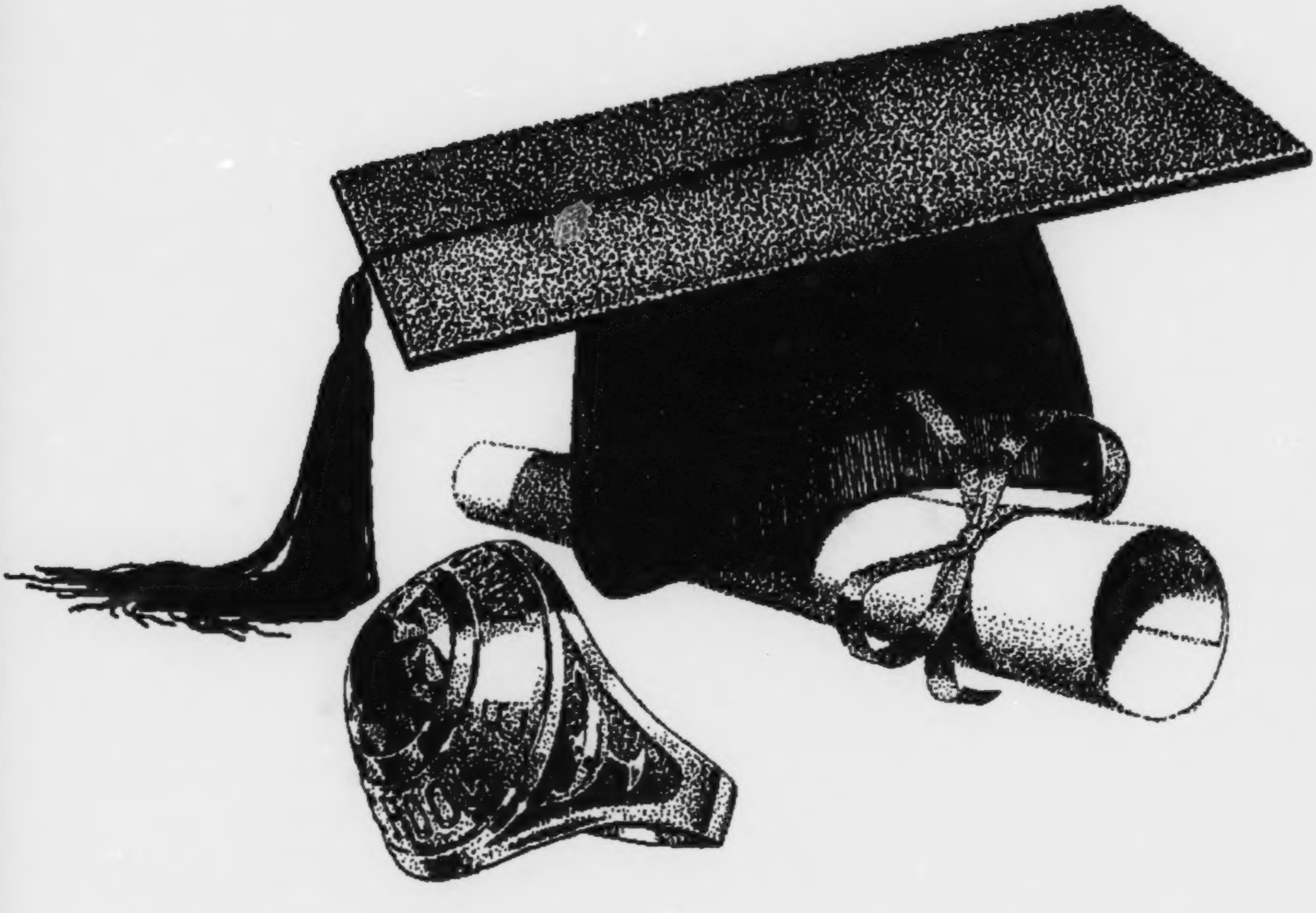
STUDY SKILLS UNITS

TIME MANAGEMENT

SQ4R

NOTE TAKING

TEST TAKING TIPS



THE BEST FOUR YEARS OF YOUR LIFE

NAME ______________________________ TEACHER __________ PERIOD ___

How many credits do you need for a high school diploma? ______

When do you take the High School Competency Test?

____
(Grade) (Time of Year)

Show me how many quality points this student earns for his grades.

English	A	________
PreAlgebra	B	________
World History	D	________
Physical Science	C	________
Personal Fitness	D	________
Child Development	A	________
Band	A	________
TOTAL POINTS EARNED		________

Figure out this student's GPA

____

NAME ______________________________ TEACHER __________ PERIOD ___

How many credits do you need for a high school diploma? ______

When do you take the High School Competency Test?

____
(Grade) (Time of Year)

Show me how many quality points this student earns for his grades.

English A ________
PreAlgebra B ________
World History D ________
Physical Science C ________
Personal Fitness D ________
Child Development A ________
Band A ________
TOTAL POINTS EARNED ________

Figure out this student's GPA

____

Appendix C
Lesson Two - Time Management

LESSON PLAN
TIME MANAGEMENT

Teacher Preparation Before the Lesson Can Be Taught:

Handout "Homework Assignment" must be given to all students three days before you teach the lesson. (The days can include the weekend.)

The following five handouts must be given out to the students the day the lesson is taught:

"Where Have the Three Days Gone?"
"Planning for a Week"
"Assignments for Next Week"
"Weekly Activity Schedule"
"Thirteen Tips for Studying and Managing Your Time"

THE LESSON

Anticipatory Set:

Use the short story, "Finding Time to Study: Eric and the Football Team". Please hand out to all students as they enter the classroom. After the completion of the story talk about human nature and procrastination. Just like Eric, we all tend to waste time and not get things we want to complete accomplished.

Objectives: As a result of the learning experience in this lesson, students will be able to:

1. Assess how well they are currently using time.
2. Realize the amount of free time over which they have control.
3. Prioritize their activities that need to be completed.
4. Organize their time in an effort to meet their study and recreational needs.

Input and Modeling:

1. After the students read the short story, have them take out their homework assignment logging time for three days. Hand out the practice sheet, "Where Have the Three Days Gone?" and ask them to evaluate the time used in the spaces provided. Use the transparency, "Where have the three days gone?" at this time. After most students have completed the evaluation, use the "free time" transparency, and fill in one student's amount on yours, reading the statement, 15 hours is the amount of free time you had. Based on this, please take a couple of minutes to fill in the six questions at the bottom of the page.

2. Use the transparencies "Why Bother With A Time Schedule", reasons 1-8.

3. Handout the practice sheets, "Planning for a Week"; "Assignments for Next Week"; and "Weekly Activity Schedule". Have two or three students read the top portion of the exercise sheet, while all other students read silently.

Checking for Understanding:

Ask the students if they can remember studying for an important test. What good study habits did they use in preparation for this exam? If they didn't use any, get them to review some good reasons to manage time for studying just discussed.

Guided Practice:

"Planning for a Week Exercise for Time Management"

Depending on the period this lesson is taught, have the students take out the homework assignments given to them this day or past days and list on the "Assignments for Next Week" worksheet. Be sure and include your homework from today's lesson.

Homework:

1. List all homework assignments given today or past days that are due starting tomorrow. (10 minutes)

2. Using the "Weekly Activity Schedule" worksheet fill in all necessary timeframes of which the students have no control, i.e. 7-2:15 school across all five school days, supper if they eat at a required time, sleeptime, etc.

Independent Practice:

Have the Weekly Activity Sheet and Homework Assignment Sheet checked daily until the SQ4R lesson is taught.

After the new lesson is introduced, check the homework assignment and weekly activity sheet every Wednesday while you are giving your weekly test.

Please duplicate the assignment sheet and weekly activity sheet as needed. This will be excellent reinforcement for retention of the learning.

1 FINDING TIME TO STUDY

ERIC AND THE FOOTBALL TEAM

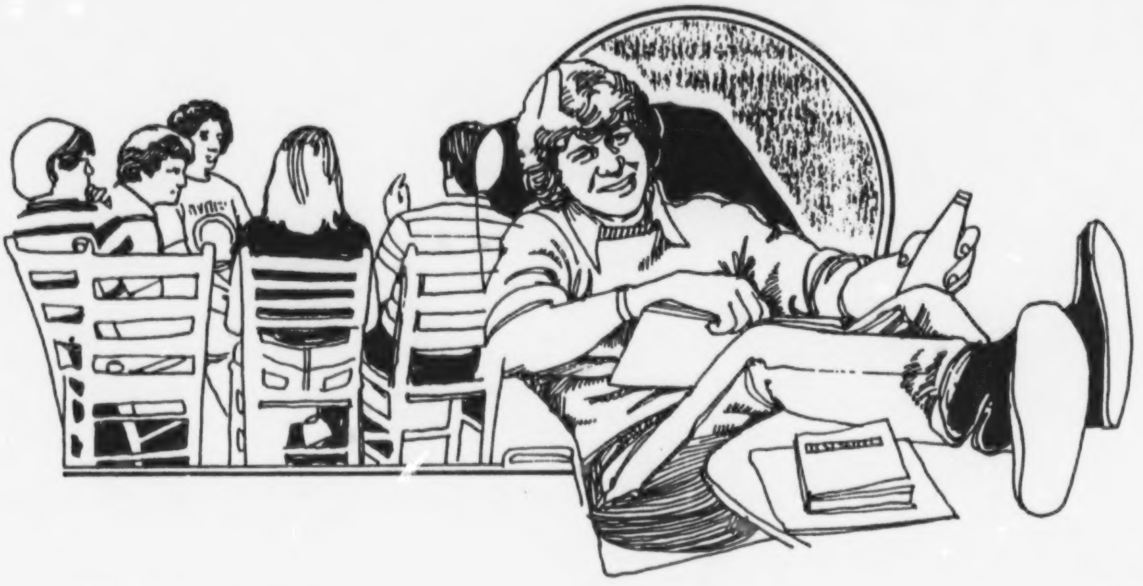
Eric Meyers watched the scrimmage as he marked the tally sheet. He felt busy and important. Eric was happy, doing what he loved doing most—watching football.

As manager of the football team, Eric has many responsibilities. He helps videotape the games, keeps score, and moves equipment. He has to be organized in order to accomplish all that is required of him. The coach says he wouldn't know what to do without Eric's help.

But ever since the football season started, Eric's schoolwork has suffered. His homework is seldom completed. And he's behind in all his classes.

As an example, an English term paper Eric has known about for an entire month is due in just three days, and Eric hasn't even decided on a topic yet. Eric is good at organizing his time for football—but he hasn't been organizing his study time very well at all.

Eric really wants to earn good grades in school. But he also wants to be the team manager. What Eric doesn't realize is that there is time for both activities. What he needs to do is organize his time for study better.



Let's look at a typical day in Eric's life. At 6:30 in the morning, Eric gets up, dresses, and eats breakfast. He catches the bus to school at 7:30, arriving just before 8:00.

He attends classes from 8:00 until noon. Then during the noon hour, he eats lunch and talks with his friends.

From 1:00 to 2:00 Eric goes to study hall where he talks to friends again the entire period. Between 2:00 and 3:00, Eric is in history class.

Then, when the school day ends at 3:00, Eric spends the next two hours at football practice. At 5:00 he takes the bus home, then he helps his mom and dad prepare the evening meal. After supper, he washes the dishes.

At 6:30 he sits down to watch T.V. for a couple of hours. Then at 8:30 Eric starts his homework. By 9:30 he's tired, so Eric quits studying for the night. At 10:00 he goes to bed.

On this particular day—which is really pretty typical—Eric spent only one hour studying. He easily could have committed more time to his schoolwork, but he chose not to.

For example, he could have used his study hall for homework instead of talking to his friends. And instead of watching T.V. after supper, Eric could have been studying while his mind was still fresh and he was feeling energetic.

If all five days of the week are like this one, it's not surprising that Eric would be behind in his schoolwork. He needs to work on organizing his time better and to commit more time to study.

Most students with poor study habits wonder where all their time seems to go. Take a look at how you spend your time during a typical day. You might be surprised!

NAME ______________________ DATE ____________

HOMEWORK ASSIGNMENT

Directions: Keep a log of your activities for three days. Due ________

Time	Day 1	Day 2	Day 3
6:00-7:00 a.m.			
7:00-8:00 a.m.			
8:00-9:00 a.m.			
9:00-10:00 a.m.			
10:00-11:00 a.m.			
11:00-12:00 a.m.			
12:00-1:00 p.m.			
1:00-2:00 p.m.			
2:00-3:00 p.m.			
3:00-4:00 p.m.			
4:00-5:00 p.m.			
5:00-6:00 p.m.			
6:00-7:00 p.m.			
7:00-8:00 p.m.			
8:00-9:00 p.m.			
9:00-10:00 p.m.			
10:00-11:00 p.m.			
11:00-12:00 p.m.			
12:00-1:00 a.m.			
1:00-2:00 a.m.			
2:00-3:00 a.m.			
3:00-4:00 a.m.			
4:00-5:00 a.m.			
5:00-6:00 a.m.			

Name ______________________________ Date ______________

WHERE HAVE THE THREE DAYS GONE?

What have you done with your life for the past three days?

Item	Number of hours
Sleep	__________
Meals	__________
Job (if applicable)	__________
Transportation	__________
Class Time	__________
Television	__________
Total Hours	__________

Now subtract Total Hours from 72, the number of hours in 3 days. What is the result? 72

- ______

This is the amount of "free time" you had.

Based on this evaluation of three days, what changes would you make in your life- join a club or team? more free reading? volunteer work? help your parents or sisters and brothers?

List at least one change you would make in your past three day time schedule.

Do you have a problem getting things done comfortably and on time?

Do you do your homework at night?

Do you have time to study?

Have you set any goals for this year? grades? accomplishments?

How could a schedule of some sort help you?

Name ______________________________

Date ______________

PLANNING FOR A WEEK

Managing longer periods of time is essential for you now and later in your school and your work career. Planning for an entire week is something your should do to help you make sense of that period of time. Too often people let time slip away without really knowing it is happening.

Have you ever considered how much time there is in a week. There are 168 hours that need to be accounted for. Take a look at the breakdown of a week for a student.

HOURS IN A WEEK

THERE ARE	168 hours in a week
YOU SPEND ABOUT	-35 hours in class a week
	133 Hours Left Over
YOU SLEEP	-56 hours per week (8 hours per day)
	77 Hours of Awake Time are Left
IF YOU STUDY	-21 hours per week (1/2 hour each subject,each day for 6 subjects)
YOU HAVE LEFT	56 hours to do what you need or want to do

You have more than 6 hours each day to do the things you want to do. This includes recreation, more studying, relaxing, work, and the many other things you do in your life. The point is this: you can have more free time if you plan. Planning actually gives you more freedom because you are effectively using your time. You will be very surprised and pleased when you discover how time management actually increases your free time.

EXERCISE FOR TIME MANAGEMENT

1. Keep track of all your assignments for next week on the form provided. List all assignments for each subject. Describe your homework as briefly as possible but be specific. List page numbers for all reading. Then with the help of each teacher that assigns the work, estimate the amount of time you think it will take you to complete each task. Be sure to write the date it is due.

2. After you have your assignment form filled in; set up a study schedule on the weekly schedule form provided. Decide when you're going to work on each assignment listed. Be sure to schedule your hardest subjects when you are the most alert, and remember to schedule in some fun also!

As you enter the classroom, please take a copy of the short story about Eric and read it silently. Thank you.

TODAY'S OBJECTIVES:

After today's learning experience you will be able to:

1. Assess how well you are using your time.

2. Realize the amount of free time over which you have control.

3. Prioritize activities that need to be completed.

4. Organize your time in an effort to meet your study and your recreational needs.

WHERE HAVE THE THREE DAYS GONE?

What have you done with your life for the past three days?

Item	**Number of hours**
Sleep	__________
Meals	__________
Job (if applicable)	__________
Transportation	__________
Class Time	__________
Television	__________
Total Hours	__________

Now subtract Total Hours from 72, the number of hours in 3 days. What is the result?

$$\begin{array}{r} 72 \\ - \\ \hline \end{array}$$

_______ This is the amount of "free time" you had.

Based on this evaluation of three days, what changes would you make in your life- join a club or team? more free reading? volunteer work? help your parents or sisters and brothers

?

List at least one change you would make in your past three day time schedule.

Do you have a problem getting things done comfortably and on time?

Do you do your homework at night?

Do you have time to study?

Have you set any goals for this year? grades? accomplishments?

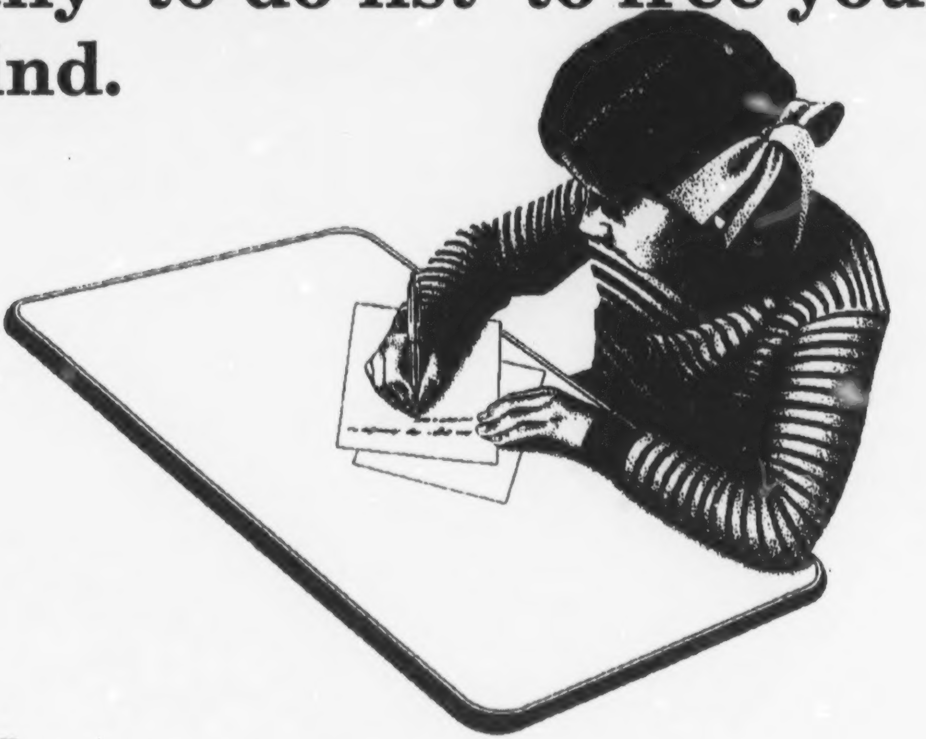
How could a schedule of some sort help you?

Why Bother With A Time Schedule?

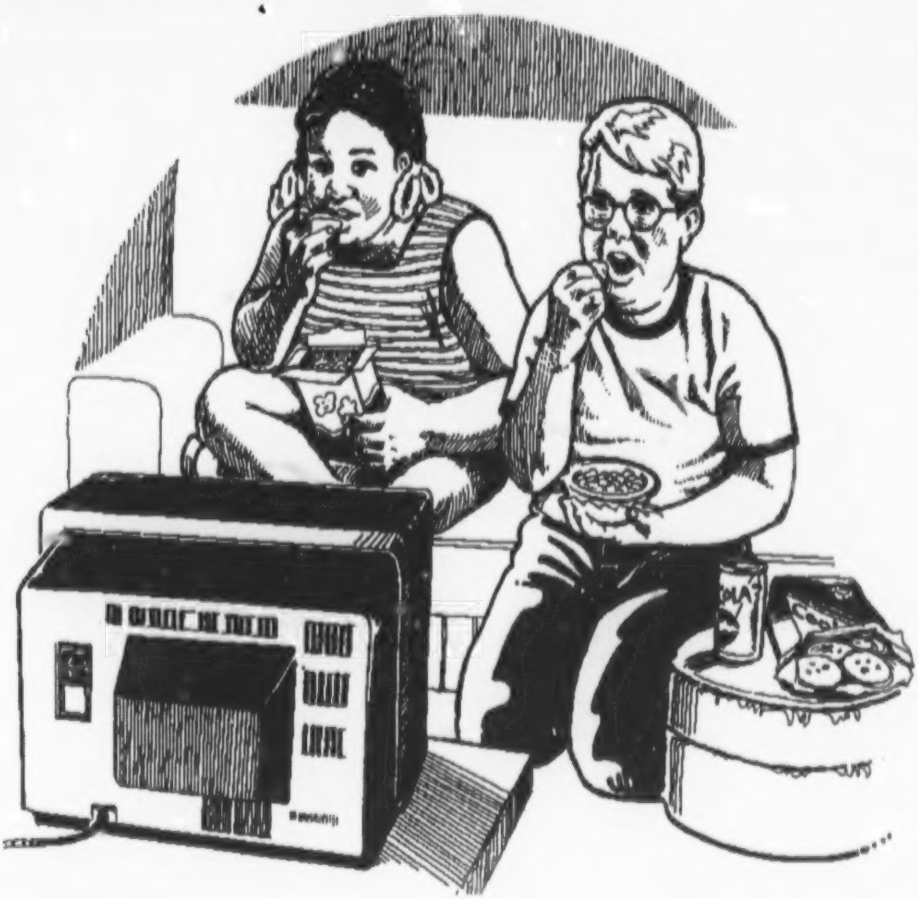
Each year you spend in school, assignments seem to become longer and more difficult. If you want to be successful, scheduling your time is a must. Let's go over some of the advantages of scheduling time that other high school students have discovered.

1. Parents will "get off your back" when they see that you have planned your study time. As they observe you becoming responsible, they may gradually stop checking on what you are doing.

2. Writing down what you must do each day relieves your mind. Then when you study, you can focus and think more effectively. Get into the habit of having a daily "to-do-list" to free your mind.



3. You are less likely to procrastinate, that is, to put off your work, if you have a set time to begin.



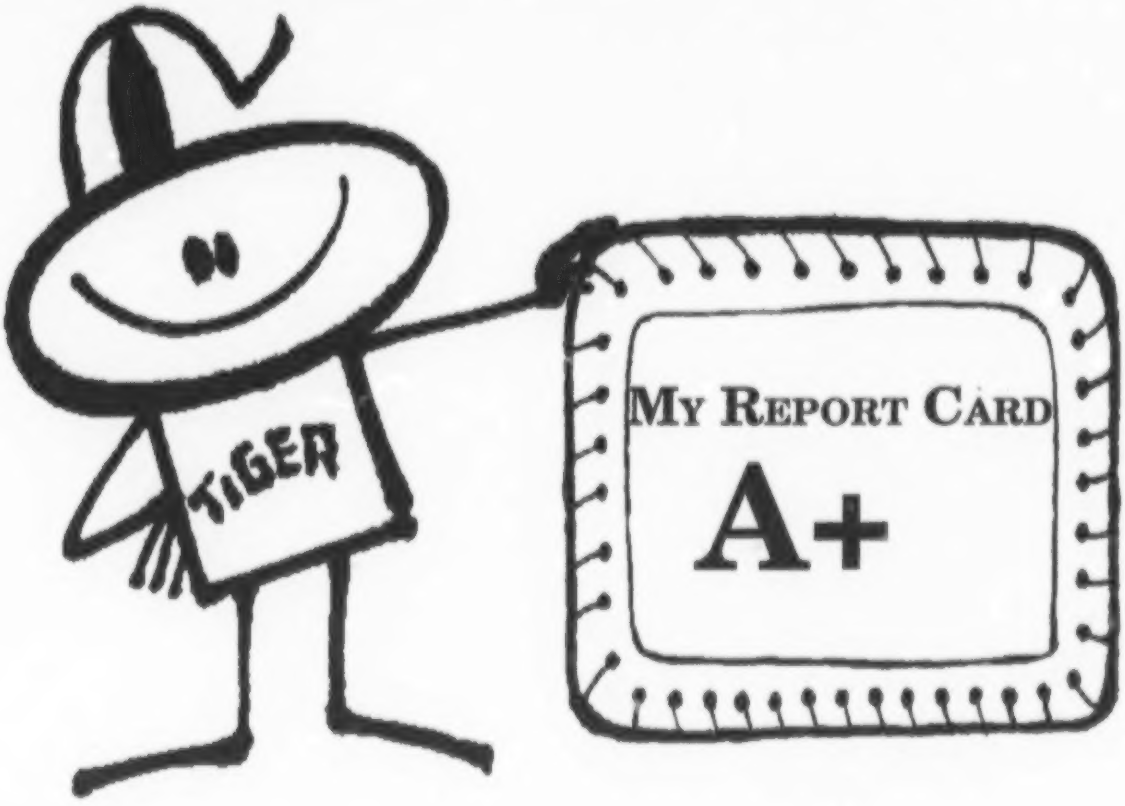
4. When you set a certain amount of time to study and do your homework, your concentration improves so that you work better. This saves time. You may even beat the clock as you become more efficient.

5. With a schedule, you are less likely to let a ten minute break extend into the rest of the evening. Gradually, you learn to discipline yourself to get the work finished so that you can really relax.

6. You experience a feeling of satisfaction when you are in control of your life, knowing what you want to do when. You feel better about yourself.

BEST COPY AVAILABLE

7. Organizing your time helps you to come to class prepared; you learn more because the classwork, presentation or activity has more meaning. As a result, your grades improve.


TiGER
MY REPORT CARD
A+

8. Scheduling your use of time is the intelligent way to operate if you want to learn, to achieve, and to have more time with your friends.

NAME ______________________________ DATE ____________

THIRTEEN TIPS FOR STUDYING AND MANAGING YOUR TIME...........

1. Plan a definite time for studying each day. This will discourage procrastination and prevent that pile-up of work.

2. Study the subject that you like the least or that is the most difficult for you FIRST.
You will do much better when your mind is the most fresh.

3. Shorten your study time by knowing the purpose of each assignment, what to do, and how to do it before you leave class. Keep a record of all assignments in a special section of your notebook.

4. Predicting the amount of time needed for each assignment causes you to work harder so that you save time. By timing your assignments, you are more likely to concentrate and less likely to become bored.

5. Time yourself to see how long it takes you to read five pages of your textbook or a paperback. This will help you estimate the time needed to complete a reading assignment.
Because a textbook is loaded with information, you may have to read some sections more than once. Even teachers have to reread material. Allow time for reflecting on what you read, too.

6. Pay attention to charts and diagrams. They can be shortcuts to understanding.

7. When a reading assignment is made, you can expect to have a discussion of the material or a quiz in the class. Take a little time to review just before class so that you are ready to participate.

8. Every time you study, spend ten minutes in review of previous assignments. These "refresher shots" are the secret for long-term memory. This habit of frequent review also results in less time needed for studying for a major test.

9. Use daytime for study if possible. At night you are likely to be too tired to study well.

10. After studying about forty minutes, take a ten-minute break. This refreshes your mind so that you can concentrate better and finish faster.

11. Setting a "stopping time" at night will encourage hard work in anticipation of being through by ten o'clock or whatever time you have set. Sometimes you may even beat the clock. The increased effort helps you concentrate.

12. Don't cram the night before a test. Instead, pace your studying in thirty-minute periods over a number of days.

13. New ideas are supposed to be incorporated with previous learnings, so you have to continuously make the connections and associations in your own mind. Putting it all together is easier if you schedule time daily to read, to think, to reflect, to review. Improved learning is the natural result of this approach to using your time.

Name ______________________________ Date _______________

Assignments for Next Week

Subject	Assignment	Estimated Time	Due

Weekly Activity Schedule

Name ______________________________ Date ______________________

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Time
4-5 a.m.								4-5 a.m.
5-6 a.m.								5-6 a.m.
6-7 a.m.								6-7 a.m.
7-2:15								7:2:15
Lunch								Lunch
2:15-3								2:15-3
3-4 p.m.								3-4 p.m.
4-5 p.m.								4-5 p.m.
5-6 p.m.								5-6 p.m.
6-7 p.m.								6-7 p.m.
7-8 p.m.								7-8 p.m.
8-9 p.m.								8-9 p.m.
9-10 p.m								9-10 p.m.
10-11 pm								10-11 pm
11-12 am								11-12 am
12-4 a.m								12-4 a.m.

Appendix D
Lesson Three - SQ3R

LESSON PLAN
SQ3R

Teacher Preparation Before the Lesson Can Be Taught:

You will need to have familiarized your students with their textbook as follows:

With the extensive worksheets from your teacher resource packet, "Previewing the Anthology" and "Previewing the Unit" from Holt; or

With either "Textbook Mastery #1" or "Textbook Mastery #2" from Dr. L.J. Krupp's handout the day of the TAP inservice, Providing Students with Essential Skills for Academic Success.

The following handouts must be given out the day of the lesson:

"My Outline Notes for the SQ3R Study Method" - 3 pages
"The SQ3R Method of Study".

THE LESSON

Anticipatory Set:

Use the short story, "Using a Reading-Study System". Please hand out to all students as they enter the classroom. After the completion of the reading ask your students if this experience has ever happened to them? Take some time to talk about the difference between reading a novel, magazine for pleasure and reading a textbook. Tell the students that today's lesson will help them with special study skills for any class they will be taking, regardless of the subject matter.

Objectives: After today's learning experience you will be able to:

1. Understand the difference between reading a novel and reading a textbook.
2. Name and explain the 5 steps in the SQ3R method of study.
3. Experiment with the SQ3R method of reading your textbook.
4. Continue to develop skills in reading textbooks in all classes.

Input and Modeling:

Using the transparencies provided of the five steps in SQ3R, please introduce the program. (Please make sure you only have one statement showing at a time by covering up parts of the transparency until you speak to it.)

***Checking for Understanding*:**

Please make sure the students use the handouts provided and are taking notes as you introduce each step. You might want to review the answers to each blank, step by step by asking the students to read their notes, after you take those transparencies off the overhead. You will have to continue to check for understanding throughout the year with your English text and work similar to that suggested in the guided practice section.

Guided Practice:

Using a very short chapter in one of your textbooks, please work with the students on the following.

SURVEY

1. What is the chapter title?
2. List all the headings and subheadings.
3. How many pages long is the chapter?
4. How long will it take to read the assignment?
5. What is general is this chapter about?

QUESTION

1. Using two different chapter subheadings ask the students to write two questions for each subheading.
2. Select another subheading and ask the students to write a study question using the who, what, where, when, how, and why words.

READ

Using the same chapter, ask the students to read it, and pay attention to any new vocabulary words, and list them as they come across them, in their notes.

RECITE

Answer aloud to a partner, the questions you prepared in the question section of this exercise.
Then switch and have your partner answer his questions aloud to you.

REVIEW

1. Look at your vocabulary list. Define each word aloud to your partner.
2. Look at the major headings and subheadings. Summarize what each section is about in writing. Read your notes to your partner, aloud, when you have finished.

Independent Practice:

For homework, have the students follow at least one of the above steps for each chapter they are given for practice. Please make sure you continue to emphasize the five step process, and please rotate which step you would want them to hand in for homework.

Name______________________________Grade _____ Date____________

My Outline Notes for the SQ3R Study Method

1. What is SQ3R?

SQ3R is a reading-study system that is a

____

method to help you remember more of what you read.

2. How many steps are there in the SQ3R system?

SQ3R is a ____________ step program.

Step 1: Survey the Reading.

A. Read the_______________,all__________________,and all

________________.

B. Read the ____________________ if there is one.

C. Read the __________ ______________ in each new section.

D. Read the __________ ______________ under each new heading.

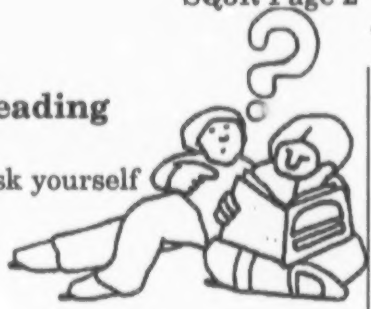
E. Look briefly at all visual aids: ___________, ___________,

______________ __________________ and ________________.

F. Read the __________ ______________ of the chapter summary.

G. Read the _____________ ________________ at the end of the chapters.

Name ______________________________



Step 2: Question the Reasons for Reading

A. Before you read your assignment, ask yourself

several __________________
about the material.

B. Then look for the __________________
as you do the reading.

C. If you cannot think of questions, change the chapter

____________________ and ________________ into
questions by using the words who, what, when, where and why.

D. Changing the first sentence of each paragraph into a

__________________________will work.

Step 3: Read the Material.

A. As you read, answer the

chapter ____________________

not just in your head, but ____________ ____________

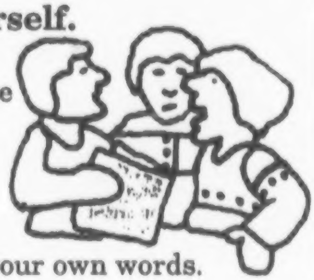
__ _________ on paper.

B. Place your notes in your ______________________ next to the
notes you take in class.

C. Write down any ________________________ that is new or
unfamiliar.

Name ______________________________ SQ3R Page 3

Step 4: Recite the Information to Yourself.



A. Remember step 2? Ask questions before you read the material? Now is the

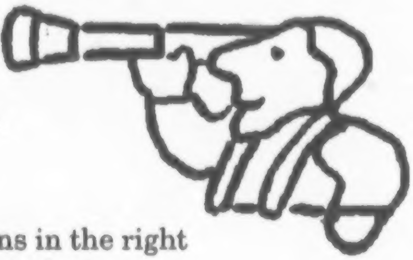
time to ____________________

____________________ aloud and in your own words.

B. Recite the answers out loud as if you were explaining what you learned to a friend.
Reciting aloud helps people ____________________ what they read.

C. The more ____________________ you involve as you study, the more you will remember what you read.

Step 5: Review Periodically.



A. Periodic ______________ increases the amount of information you recall.

B. If you did not write questions in the right margin, this is the time to do so.

C. There are ____________________ basic kinds of review.

1. ________________________ review includes reading,

reviewing ____________________ and placing questions in the

________________________ for material covered.

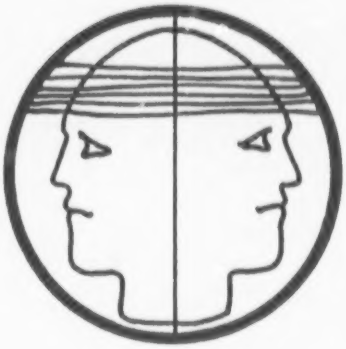
2. ________________________ reviews should be done on the weekend. You should go over all the notes, assigned readings for every subject. You should also review the notes from the week before.

3. ________________________ reviews are done a week before a major test or semester exams.

D. If your reviews cover more than one subject, the most

difficult should be done ____________________.

As you enter the classroom, please take a copy of the short story, "Using a Reading Study System" about Alice and read it silently. Thank you.



3 USING A READING-STUDY SYSTEM

Alice Jackson has an assignment: Read Chapter 10 in her American Problems textbook. Alice likes her American Problems class, so she enjoys doing the homework assignments.

This evening, Alice turns to the beginning of the assigned chapter and starts reading about railroads in the Old West. To Alice the material seems full of adventure and exciting people. She's learning a lot as she reads, or at least she thinks so.

When she's finished, Alice reads the chapter a second time just to be extra-prepared for class. Now she feels ready to answer any questions Mr. Gomps might ask in the morning.

But instead of asking questions the next morning in class, Mr. Gomps surprises everyone with a written quiz. For some unexplained reason, Alice misses most of the questions. What could have happened?

Alice doesn't realize it, but she, like most people, remembers less of what she reads than she thinks. Most people remember only about half of what they read. And after two weeks they recall only one-tenth of the original material!

Surprisingly, reading a lesson several times in one sitting does not increase the amount of information you'll remember. After several readings, most people still recall only 10 to 50 percent. And that's not enough to pass a quiz or exam.

Alice is making a common mistake. She's reading her textbook in much the same way she would read her favorite novel. But reading for study is not like reading for fun. Alice, like most students, could benefit from a reading-study system.

OBJECTIVES OF THE LESSON:

After today's learning experience you will be able to:

1. Understand the difference between reading a novel and reading a textbook.

2. Name and explain the 5 steps in the SQ3R method of study.

3. Experiment with the SQ3R method of reading your textbook.

4. Continue to develop skills in reading textbooks in all classes.

NAME ______________________ GRADE _____ DATE __________

The SQ3R Method of Study

Survey

- Look over the material to get a general idea of what it is about.
- Read the titles and subtitles.
- Look at any pictures, maps, or charts.
- Read the introduction and the final paragraph.

Question

- Look at any study questions presented at the end of the material or given to you by your teacher.
- These questions will help you pick out important information as you read.
- Make up your own questions by turning titles and headings into questions.

Read

- Read the material carefully.
- Identify the main idea in each section.
- Look for answers to the study questions as you read.

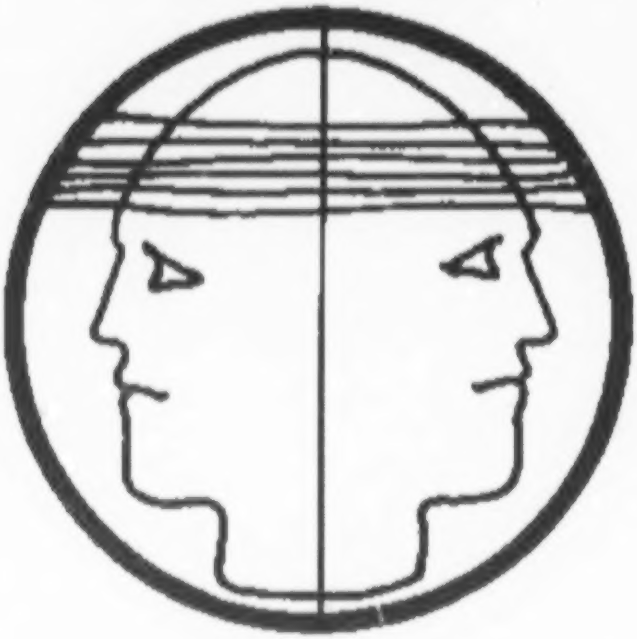
Recite

- After reading, recite in your own words your answers to the questions.
- Make brief notes to help you remember the answers and any other important ideas.

Review

- Read the questions again.
- Try to answer them without looking at your notes.
- If you can't, review the material to find the answer.
- Then look over your notes so that you will be able to recall the information at a later date.

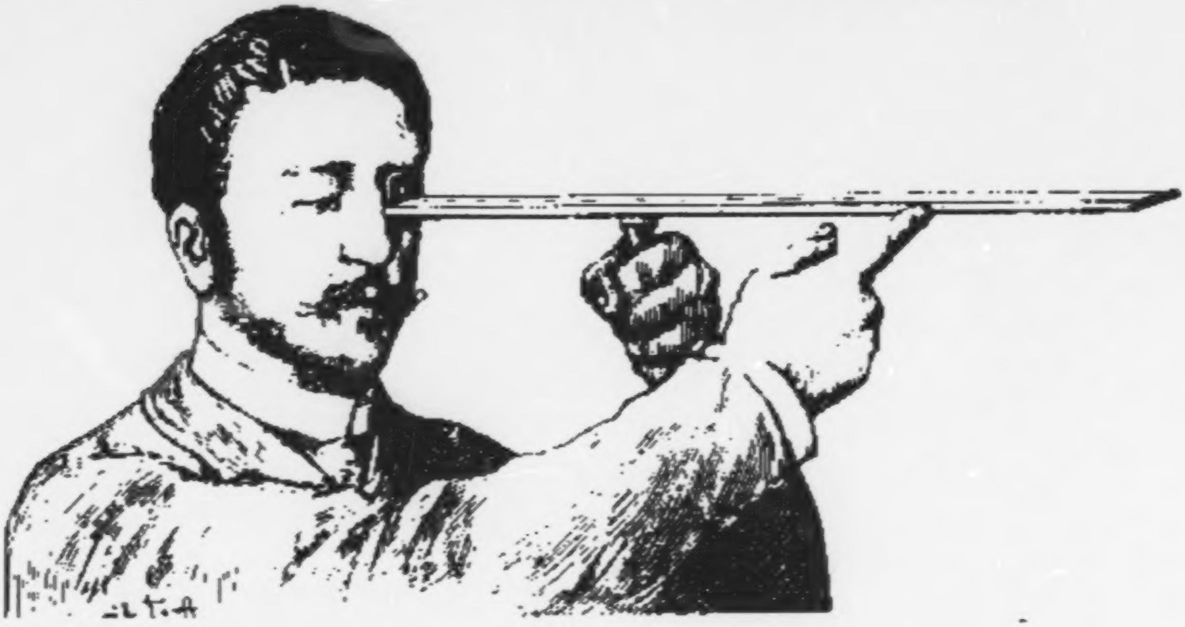
What is SQ3R?



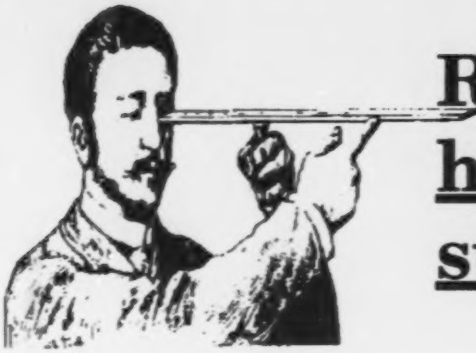
SQ3R is a reading-study system that is a step by step method to help you remember more of what you read.

SQ3R is a five step program.

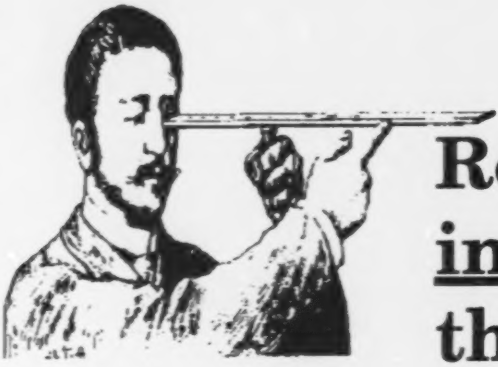
Step 1: Survey the Reading.



Survey means to get a general view of. When you survey the reading you preview the material and get an idea of what it is all about.



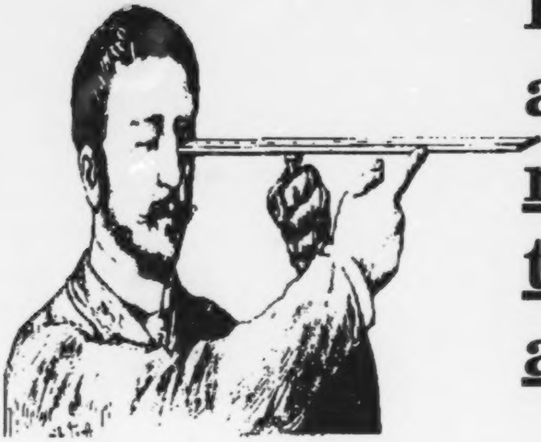
Read the title, all headings and all subheadings.



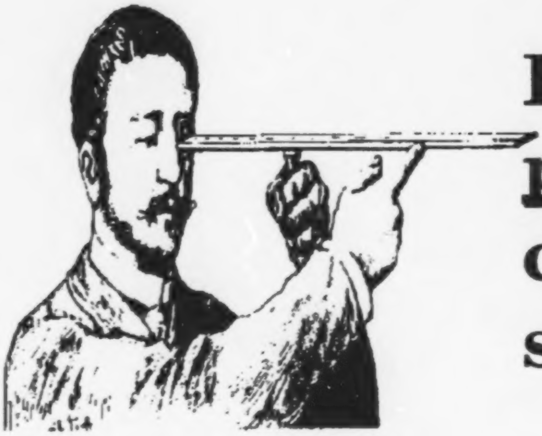
Read the introduction if there is one.

Read the first paragraph in each new section.

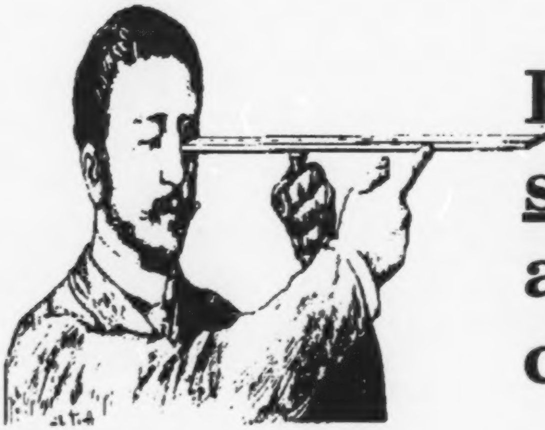
Read the first sentence under each new heading.



Look briefly at all visual aids: maps, charts, car toons, diagrams and pictures.



Read the last paragraph of the chapter summary.



Read the study questions at the end of the chapters.

Step 2: Question the Reasons for Reading.

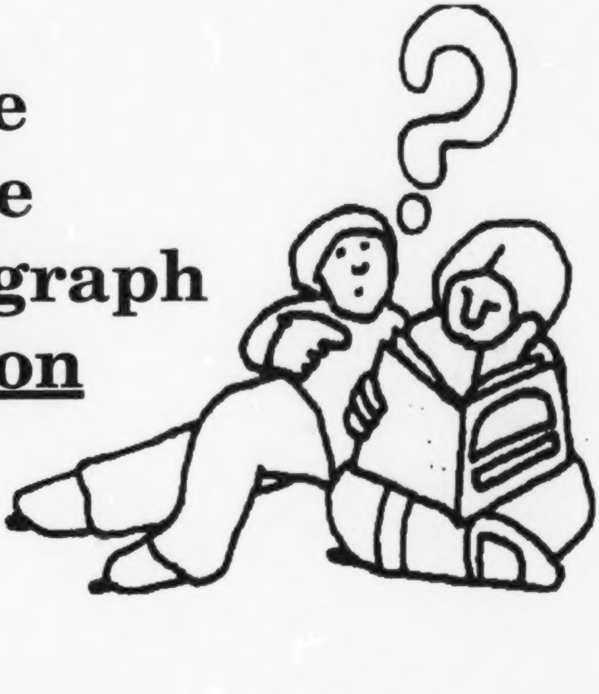
The second step in the SQ3R method involves using your sense of curiosity.

Before you read your assignment, ask yourself several questions about the material.

Then look for the answers as you do the reading.

If you cannot think of questions, change the chapter headings and subheadings into questions by using the words who, what, when, where and why.

Changing the first sentence of each paragraph into a question will work.



Recite the answers aloud as if you were explaining what you learned to a friend.

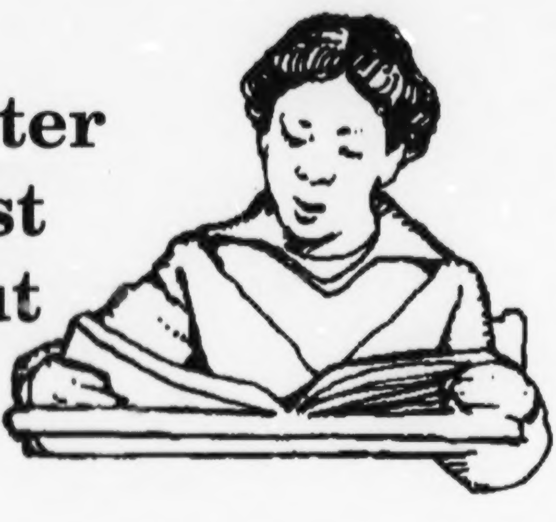
Reciting aloud helps people remember what they read.

The more senses you involve as you study, the more you will remember what you read.

Step 3: Read the Material.

While this step seems real easy, there are some suggestions that you might not think of when you are reading your textbook.

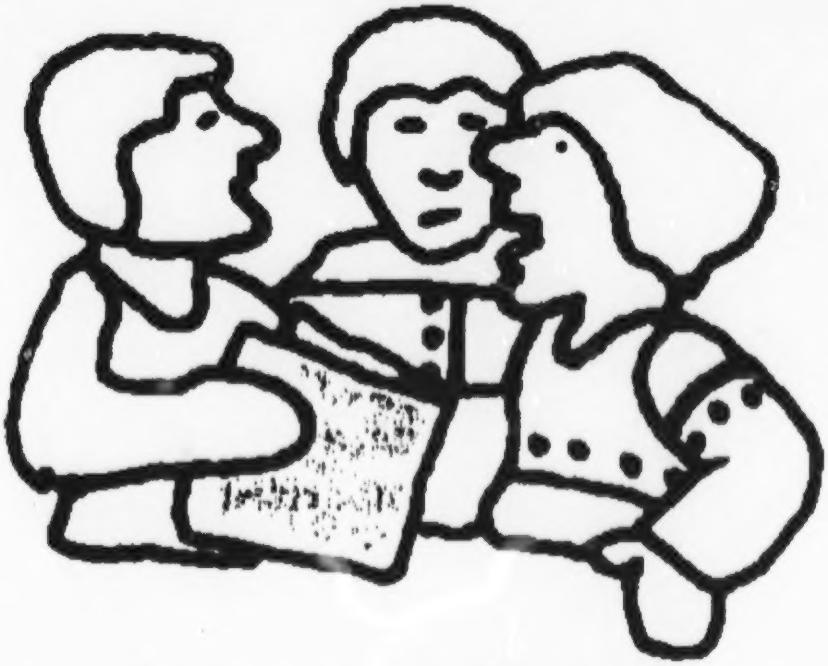
As you read, answer the chapter questions not just in your head, but write down all notes on paper.



Place your notes in your notebook next to the notes you take in class.

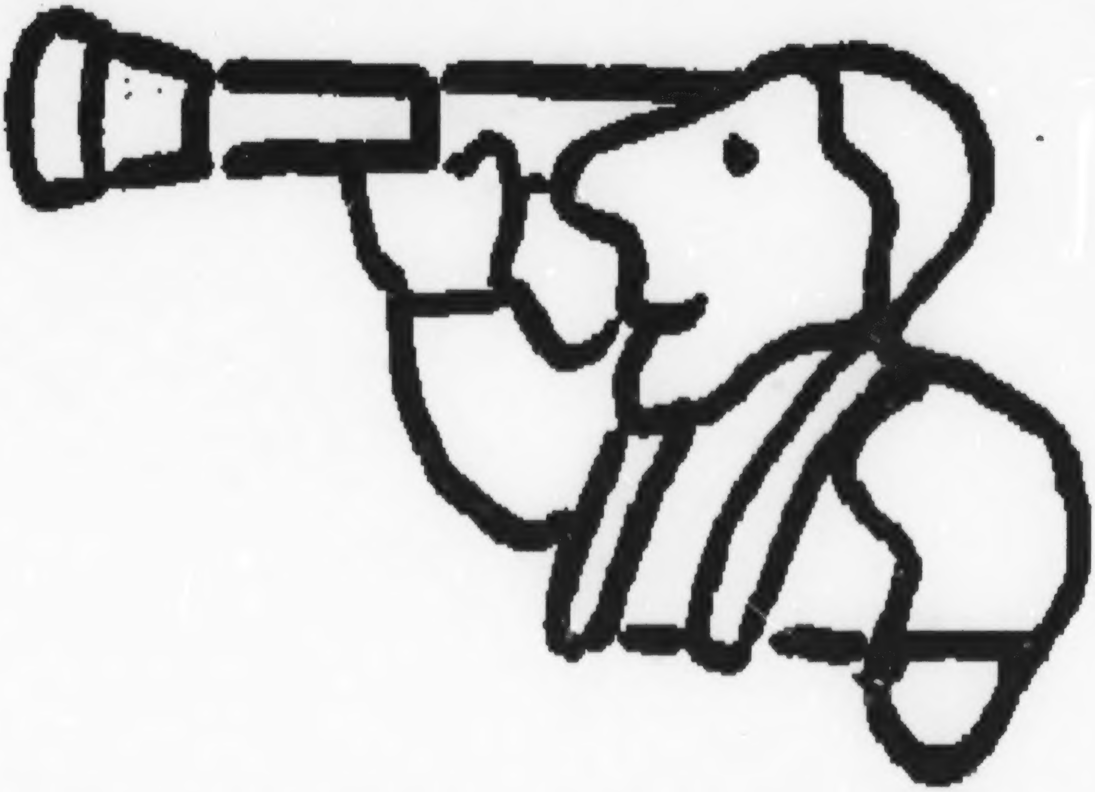
Write down any vocabulary that is new or unfamiliar.

Step 4: Recite the Information to Yourself.



Remember step 2? Ask questions before you read the material. Now is the time to answer these questions aloud.

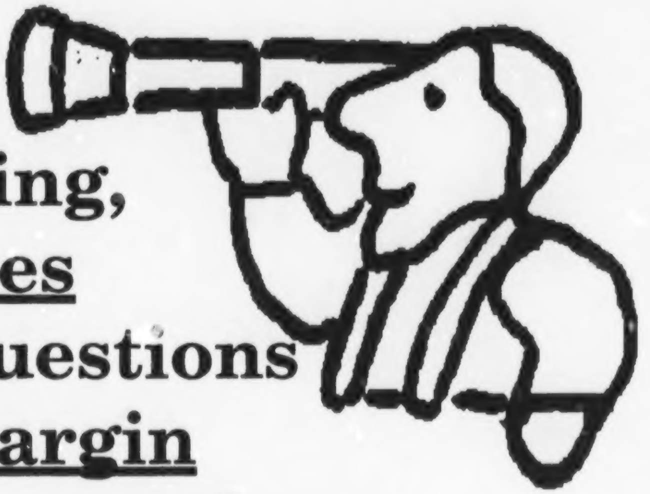
Step 5: Review Periodically.



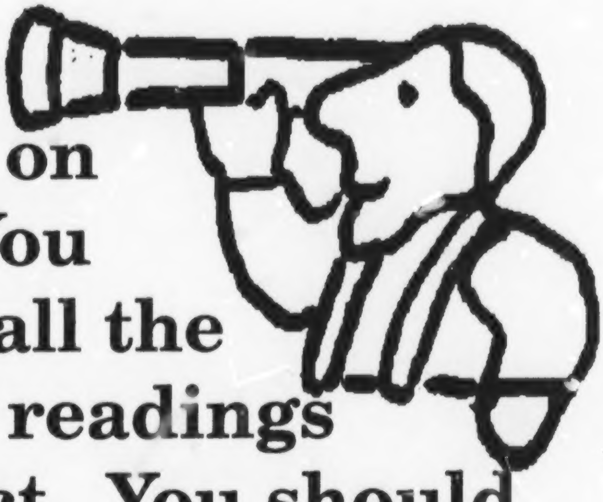
Periodic review increases the amount of information you recall.

If you did not write questions in the right margin, this is the time to do so.

There are three basic kinds of review.

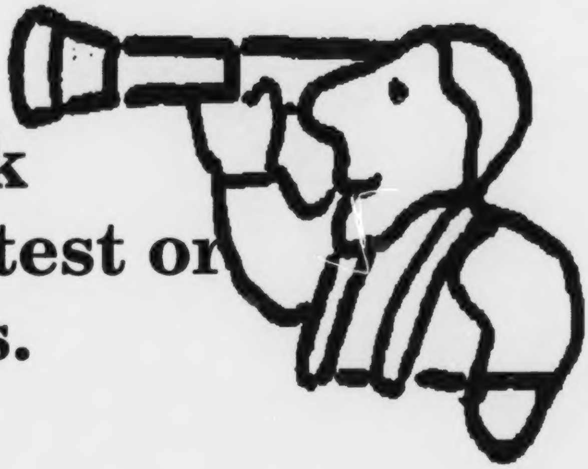


Daily review includes reading, reviewing notes and placing questions in the right margin for material covered.

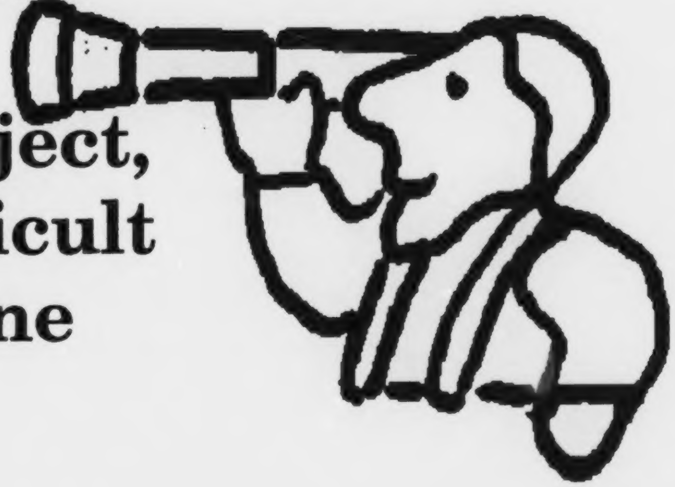


Weekly reviews should be done on the weekend. You should go over all the notes, assigned readings for every subject. You should also review the notes from the week before.

Major reviews are done a week before a major test or semester exams.



If your reviews cover more than one subject, the most difficult should be done first.



Appendix E
Lesson Four - Cornell Notetaking

LESSON PLAN
NOTE-TAKING STRATEGIES

Teacher Preparation Before the Lesson Can Be Taught:

The following handouts must be given out the day of the lesson:

"Successful Note-Taking Techniques"

"Cornell Notetaking" (revised CHS - right margin cues)

You will need a transparency pen for additional comments.

THE LESSON

Anticipatory Set:

Use the first transparency about forgetting a notebook as a lead into the discussion with the second transparency on why it is good to take notes. As the students give you some reasons, please write in the space provided.

Student answers might include: keeps you organized, get a grade for notebook, helps you remember, can study for tests, and four reasons listed on bottom of transparency.

Objectives: As a result of this learning experience you will be able to:

1. List four reasons why note-taking is important.
2. Learn five types of note-taking methods and select which style is the best for you.
3. Analyze notes taken in class in groups.
4. Share with the class most successful note-taking tips.
5. Review some tips for note-taking success.
6. Demonstrate the Cornell note-taking process for review.

Input and Modeling:

1. Using the transparencies provided introduce the five different styles of note-taking most commonly used.

2. Using the transparency "What type of note-taker are you?", and the mini lecture, "Unlucky Strikes" or one you would choose on a current topic you are studying, have the students take notes while you speak.

3. After all students have taken notes, place them in groups of 4-5 and have them label which style the notes are taken in and good points from the notes.

Checking for Understanding:

5. Circulate and assist the students working in groups as necessary. Midway through the task you might want to use the sample notes transparency for some prompting for the group task.

Answers: spaces between thoughts, margin down the page, box surrounding thesis, statement of subject and purpose, questions in margin, etc.

Input and Modeling continued:

6. Please use the handout on successful tips and Cornell notetaking.
7. Read over each tip with additional comments as you believe necessary with your classes.

Guided Practice:

For several lectures, please use the students groups or a buddy system and spend several minutes letting the students compare notes and edit as necessary so they can learn the system. You might want to have some cues on the board ahead of time to help them understand the process.

Independent Practice:

This should be done every single day without fail. Have the students take out pen and paper and place a 2-3 inch margin down the right hand side of their paper, take notes as you speak. The more the students practice the more proficient they will become.

CORNELL NOTETAKING

The Cornell method of notetaking is a study skills strategy that can be used in all of your classes. You will be surprised at how much easier it is to learn new material with this method. Follow the example below with your assignments and see just how easy studying can become. Researchers have found that a good set of notes is very significant to academic success. Using these notes as suggested should lead to improvement in your studying habits which will lead to overall improvement of your academic life.

○	(Facts Column)	(Cue Column)
	1. Use notebook paper.	Taking Cornell notes
○	2. Draw a 2-3 inch margin from ~~left~~. RIGHT	(8)
	3. Preview entire chapter.	
	4. Read a section.	
	5. Record notes.	
	6. Put number of notes in () under topic in cue column.	
	7. Leave space for additional notes.	
	8. Go on to next section.	
	1. Use phrases not sentences.	Making notes better
	2. Include important words.	(4)
○	3. * facts given by teacher (these are usually on tests).	
	4. Write only on one side of paper.	
	1. Review notes within 24 hours.	Studying notes
	2. Cover facts column and use cue column for help.	(3)
	3. Review frequently.	
○		
○		

Successful Note-Taking Techniques

NAME: ______________________________

1. Be alert in class.
2. Listen carefully.
3. Learn your teacher's signals.
4. Think before you write.
5. Use your own note-taking system.
6. Be neat and orderly.
7. Take shortcuts when possible.

-*Symbols* eliminate the need to write the entire word.

>	greater than
=	equal
<	less than
≠	not equal

-*Leave out periods* in standard abbreviations.

ie	that is
dept	department
eg	for example

-*Use the entire first syllable and only first letter* of second syllable.

subj	subject
org	organization
adv	advantage

-*Eliminate final letters.* Use just enough of word to know what it is.

assoc	association
prob	problem
lang	language

-*Leave out vowels* in middle of word.

bkgd	background
gvt	government

-*Use an apostrophe* for omitted letters.

imp't	important
am't	amount

-*Use g* to stand for ing.

ckg	checking
rdg	reading

-*Leave out unimportant verbs.*

were, be, can

-*Eliminate a* and *the* in your notes.

health dept tests precrptn
drugs sold in US

-*Use symbols* for words that connect thoughts.

+	and
vs	versus
w/	with
+	plus
w/o	without
∴	therefore

8. Highlight important points.
9. Use the Cornell note-taking system with the CHS modification.
10. Use your notes when reviewing for a test. Share with a buddy.

As you enter the class, the bell rings. Suddenly you realize you have forgotten your notebook. How do you feel?

a. Just fine - you never use it anyhow.

b. Bad - you keep good notes for study and test review.

c. Relieved - if you had it you might use it, but since you don't, you'll just relax.

d. Anxious - your teacher hassles non-note-takers.

Which answer is most likely to lead to student success?

b.

Why should a good student take notes?

1. Keeps your mind on what is being said.
2. Another way for retention.
3. Gives you important. information to review.
4. Can help you pass courses.

FIVE STYLES FOR NOTE-TAKING

1. **Sentence**
2. **Paragraph**
3. **Formal Outline**
4. **Decimal Outline**
5. **Dash Outline**

TODAY'S OBJECTIVES

As a result of this learning experience you will be able to:

1. List four reasons why note-taking is important.
2. Learn the five types of note-taking methods and select which style is the best for you.
3. Analyze notes taken in class in groups.
4. Share with the class most successful note-taking tips.
5. Review some tips for note-taking success.
6. Demonstrate the Cornell note-taking process for review.

1. SENTENCE NOTE-TAKING

Taking notes in sentence form involves writing important ideas on separate lines. Each sentence may be numbered to show the order.

Example:

1. Students at Cocoa High School must have a 1.7 GPA to participate in extra curricular activities.

2. Two other basic GPA's are 1.5 for graduation and 3.0 for the honor roll.

2. PARAGRAPH NOTE-TAKING

Taking notes in paragraph form involves writing sentences, phrases, or words that go together in a single paragraph. The main idea is explained and supported in details which are written into the paragraph.

Example:

Students must be concerned with their GPA, grade point average. GPA's are used in every aspect of student life. Students may not graduate without a certain GPA; students may not participate in sports without a certain GPA and students receive awards and scholarships when they earn very high GPA's.

3. FORMAL OUTLINE NOTE-TAKING

Notes can be outlined formally by placing main ideas and details in various level of indentation. Roman numerals, capital letters, and so on, help organize these ideas.

Example:

I. How to Compute a GPA
  A. Know the quality point value for each grade assigned.
  B. Grades are given out each nine weeks and GPA's computed.

II. Important GPA's to remember
  A. 1.5 for graduation
    1. Equal number of C's and D's
    2. F's do not count
  B. 1.7 for participation in sports
  C. 3.0 for the honor roll

4. Decimal Outline Note-Taking

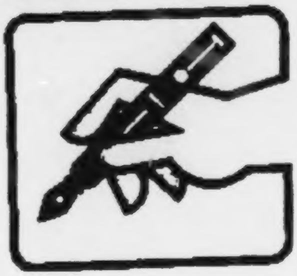
The decimal outline form uses the same format as the formal outline. Numbers and decimals are substituted for Romal numerals and capital letters.

Example:

- 1.0 Your school GPA stays -whole life
  - 1.1 Important - know how compute GPA
  - 1.2. Must maintain certain GPA - graduation, participation, honor roll.

- 2.0 Certain GPA's = probation
  - 2.1 If do not maintain a 1.7- no participation in sports
  - 2.2 Still part of the team benched - nine weeks
    - 2.21 Coach can't break rule
    - 2.22 If play school forfeit game

5. DASH OUTLINE NOTE-TAKING



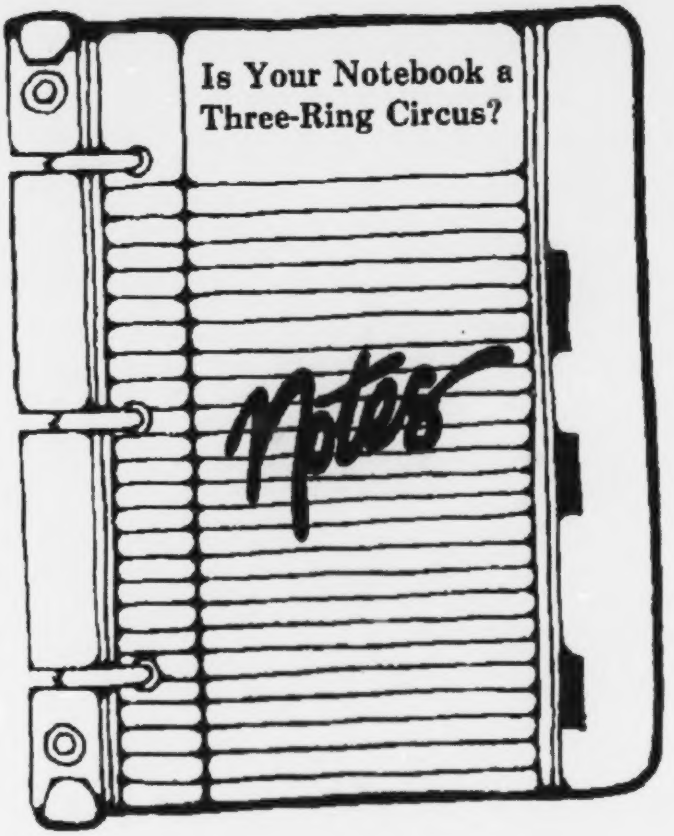
The dash outline form uses dashes and indentations without letters or numbers. Otherwise it is like a formal outline.

Example:

How to compute a GPA
- Know the quality point value for grades assigned
- Grades are given out nine weeks
  - GPA computed

Important to remember
- 1.5 for graduation
  - Equal number of C's and D's
  - F's do not count
- 1.7 for graduation
- 3.0 for honor roll

What type of note-taker are you?


Is Your Notebook a Three-Ring Circus?
Notes

Your task:

1. Take notes from passage read.
2. In groups analyze each style.
3. List some good points from notes taken.

UNLUCKY STRIKES

During the past forty years, cancer of the lung in the United States has shown the greatest increase of any cancer type. Compared to 3,000 deaths from lung cancer in 1930, the number of deaths is expected to rise to 84,000 in 1981. If the present trend continues, it is estimated that about one million persons who are now school children will die eventually of lung cancer.

Such an alarming increase assumes the proportions of an epidemic. At least 70 in l.c. percent of the total increase can be attributed to cigarette smoking. An additional factor is air pollution caused by industrial wastes, automobile exhausts and household sources.

The research The first studies on the relationship of smoking to lung cancer were of patients with the disease who were asked about their smoking habits. Their answers were 1. compared with those of noncancer patients. Almost all lung cancer patients replied that they had been long-term, heavy cigarette smokers.

The next studies were of large groups of men who were first identified by their 2. smoking habits, then were followed for several years. Deaths from all causes increased among smokers according to the amount smoked. But the most striking proportional rise was in deaths from lung cancer.

While these clues were being obtained from population studies, scientists began 3. to study the smoking and cancer relationship in the laboratory. Chemists isolated and identified at least a dozen carcinogenic chemicals of the hydrocarbon type in the tars from tobacco smoke. There is evidence that tobacco smoke contains yet further carcinogens.

How lungs are affected The membranes lining the lungs absorb cancer-producing chemicals from tobacco smoke. The protective mechanisms by which the lungs rid themselves of impurities are first paralyzed and then destroyed by tobacco smoke. Prolonged exposure of animals to tobacco smoke produces changes in cells that resemble early stages of cancer development. These changes are also seen in the lungs of heavy smokers who die of causes other than lung cancer.

Smoking also a factor in → Health hazards of smoking are not limited to lung cancer. Bronchitis, emphysema and other crippling lung diseases are produced in even larger numbers. Deaths from heart disease are accelerated and increased. While cigarette smoking is a major cause of lung cancer, other uses of tobacco are associated with cancers of the oral cavity among cigar smokers and cancers of the lip among pipe smokers.

From *The Now Student* by Edward Spargo, p. 91. Copyright © 1977 by Jamestown Publishers, Providence, R.I. Reprinted by permission. The markings have been added.

Copyright © 1987 by Allyn and Bacon, Inc. Reproduction of this material is restricted to use with *A Guidebook for Teaching Study Skills and Motivation,* Second Edition by Bernice Jensen Bragstad and Sharyn Mueller Stumpf.

SAMPLE NOTES

Biology
November 21

Unlucky Strikes

Last 40 yrs. lung cancer (U.S.) < more than other cancers. 3000 (1930) → 84000 (1981) expected. At least 70% < in l.c. cuz of cig. smkg.	
1st studies: interviewed l.c. patients about smkg. Almost all heavy smkrs.	What does research indicate?
Next studies: followed many men smkrs for yrs. < smkg = more deaths, esp. l.c.	
Chemists: tars contain 12+ carcinogeni chem.	
Smks. lung membranes don't "filter" as well. L. cell changes at death.	How does smkg. affect lungs?
Smkg. → bronchitis emphysema heart disease oral cancers lip	What are other health hazards of smkg?

Appendix F
Lesson Five - Test Taking Strategies

LESSON PLAN
TEST-TAKING STRATEGIES

Directions: This lesson should be taught to all TAP students and information reinforced throughout the entire curriculum.

Anticipatory Set:

A discussion on what makes a student get good grades is a lead in to this lesson. Answers you can expect are: smart, studies, organized, good notetaking skills, good grades on tests - *cue for the lesson objectives.* If the students do not come up with good test grades, please work it in to the answers.

Objectives:

1. To introduce to the students the importance and benefits of effective test-taking skills.
2. To reinforce all the types of objective tests.
3. To explain different strategies that can be beneficial when taking objective tests.
4. To review different key words used in essay questions by using matching strategies.
5. To explain five special strategies in all test situations.
6. To review an outline of questions students should ask teachers so they can study wisely.
7. To review a suggested timeframe for all types of test questions.
8. To use Cornell notetaking cues (*right column margin)* to review all test taking strategy information.

Input and Modeling Checking for Understanding and Guided Practice:

1. Using the handouts provided go over page one of test taking strategies.
2. After review, use the right hand column for study cues. Use student answers or cue with the ones below:

Paragraph one-	What is purpose of test? What do tests prove?
Paragraph two-	Name 2 types of tests.
Paragraph three-	Name 4 kinds of objective tests.
Paragraph four-	Give two good strategies for multiple choice test.
Paragraph five-	Give three clues for true/false tests.
Paragraph six-	Give the elimination theory for matching tests.

3. Read together page 2, and then let the students try to fill in the matching test for key essay words. After five minutes, ask the students to stop and then ask the students to tell you by signaling with a raised arm if they followed the following good test taking strategies:

   a. How many read directions first?
   b. How many read all the words on the left before answering #1?
   c. How many matched those words you knew first?
   d. How many marked out the used answers in column two before guessing those you did not know?

Again, explain that these questions are all part of test-taking skills that can make the difference in grades.

4. Read together page 3 and then again write cue questions in the right hand margin for reinforcement (Cornell notetaking procedure).

5. Spend the last part of the session of page 4, reviewing the worksheet outline and questions students should ask teachers in preparation for a test.

6. Instruct students to place this information in their English notebook as it is the last study skill this year to be introduced.

Independent Practice:

Please review this information with students in your own discipline during the next several weeks. Remember if you give a test- outline the required information they need as described on page 4 of the handouts for studying purposes. If possible, when they take the test, suggest the amount of time to be spent on each type of question and for the number of questions you give, the time that should be spent in each section of the test.

Name ______________________________ Date ______________

English Teacher ______________________________ Grade ______________

Test Taking Strategies

Sometimes it all comes down to taking tests. Tests serve several purposes. They can measure how much you have learned in a subject. They don't necessarily measure how smart you are, but can indicate how seriously you take school work, how motivated you are to be a good student, or how much time you devoted to study. Tests produce **GRADES** and as long as grades are used to indicate progress through school, grades are important!

There are generally two types of tests. They are objective tests which require short answers and essay types which require properly written answers.

Objective tests include: multiple-choice, true/false tests, matching and fill in the blanks.

Multiple choice: While working on a multiple choice question, cover the answer when reading the lead information. Mentally answer the question in your own words, then uncover the answer. Read every possible answer, then choose the one that is close to the one you already made up. Be alert to long or short answers. Answers that are worded exactly like sentences in the textbook are usually the correct choice. It is good to eliminate those items you know are wrong and then pick from the remaining answers.

True/False tests: On a true/false test, negative words such as never, none, no one, not ever - usually make the statement false. Positive words such as always, all, every, forever- also indicate that the statement is probably false. Conditional words like sometimes, usually, maybe, can be or generally- can indicate that the statement is true.

Matching tests: When taking a matching test, match the items you are sure you know first. Mark out the answer column as you use them, then by elimination you can make good guesses about those matches you are not sure of.

What purpose of test?

What do tests prove?

Name 2 types of tests.

4 kinds of ofective tests.

2 strategies for multiple choice.

3 clues for true/false tests

Elimination theory in matching

Name ________________________________ **Test Taking Strategies, Page 2**

Essay tests can require short answers of one or two sentences or responses running several paragraphs. Your answers must show an understanding of the question, knowledge of important material, organization of thought, and a clear presentation of these ideas. You need to understand what you are expected to write. Below is a matching test with those words that are used most in essay questions. See how many words you know the definitions for.

Directions: Match the action words with their meanings. Use the blank provided on the left of each action word (or group of words) to write in the letter of the correct meaning. After you finish, your teacher will go over this matching assignment with the correct responses.

F 1. Compare

C 2. Contrast

I 3. Criticize or Evaluate

B 4. Define

H 5. Describe, Discuss, or Explain

E 6. Illustrate

A 7. List, Outline, or Summarize

D 8. Prove

G 9. Trace

A. Briefly state main points, facts, ideas, or concepts

B. State the meaning of a word or concept

C. State the differences between or among things, ideas, events, or problems

D. Demonstrate that something is true by giving factual evidence or logical reasons

E. Use analogies or examples to tell about or clarify a point or problem

F. State the similarities between or among things, ideas, events, or problems

G. State the progress, development, or history of something in chronological order

H. Give a complete, balanced overview of a topic, with details

I. State your view or opinion on a subject, giving facts or reasons

Special clues:

1. **Do all questions** if the test is based on number of correct answers and you do not loose double points for wrong answers.

2. **Budget your time.** (Attached to this strategy sheet is a suggested time schedule for the type of question you are answering).

3. **Follow directions.** Before starting a test, clear your mind of distracting thoughts and read all the directions carefully both on the test paper and what your teacher says. Do you write "T" or "F" or "true" or "false" or "+" or "-". If you are not sure, *ask the teacher.*

4. **Have a panic strategy.** When you are under pressure during a test and something happens like you don't know the answer after you studied so hard or you run out of ink or your pencil point breaks, you can get upset. For some students, this means panic. Panic causes confusion and you can forget all the material you learned. It's a good idea to have a strategy for panic. One suggestion is to give yourself a "time out". To do this take slow, deep breadths and let yourself relax. Put the test temporarily out of your mind. Close your eyes for about 30 seconds. This is usually all you need to get back your confidence.

5. **Check you work.** Set aside time at the end of the test to check over your paper for mismarked or unmarked answers or stray pencil marks.

Name 3 basic Test Taking strategies for all tests.

How do you check when you panic?

What do you do at end of exam?

Name ______________________________

This worksheet outline should be used for every test you are given. Ask the teacher for this information so you can study wisely.

Test Preparation Worksheet

1. Test Information

Name of class ______________________________

Day, date, and time of test ______________________________

Kind of test ___ Essay ___ Multiple-choice ___ True-false ___ Short answer ___ Problem ___ Other

Amount of time allowed for test ______________________________

"Weight" of test in total grade for class (if known) ______________________________ %

Textbook chapter(s) or pages covered on test ______________________________

____

Class discussion topics or activities covered on test ______________________________

____

____

Other material or activities covered on test (workbook exercises, films or videotapes, experiments or demonstrations) ______________________________

____

____

Questions to ask teacher before studying for a test.

Suggested time for your tests. Remember tough items take longer and don't get stuck, make an indicator mark and return to those items you do not know, after you have completed the test.

OBJECTIVE TESTS

Test Item By Type	Suggested Time Per Item
1. Multiple Choice	¾ minute
2. True-false	½ minute
3. Matching	½ minute
4. Fill-in-the-Blank	1 minute
5. Prereading	1-2 minutes (total)
6. Review	4-5 minutes (total)

ESSAY TESTS

Test Item By Type	Suggested Time Per Item
1. Short answer	2 minutes
2. Essay	15 minutes (dependent on amount of detail required)
3. Prereading	1-2 minutes (total)
4. Review	4-5 minutes

Suggested time for tests.

Appendix G
Memorandums and Calendars of Implementation

FALL CALENDAR OF WORKSHOPS ON STUDY SKILLS THROUGH THE ENGLISH DEPARTMENT

September 3-13, 1991	Guidance counselor orientations on goal setting, responsibilities, study skills project, credit evaluations, etc.
	DRP Reading Tests to all students by English teachers.
September 12, 1991	English teacher workshop on Managing Time.
September 16-20	Time workshop to all students by teachers.
September 19, 1991	English teacher workshop on SQ4R.
September 23-27	SQ4R workshop for all students by teachers.
September 26, 1991	English teacher workshop on Notetaking.
September 30-October 4	Notetaking workshop for all students.
October 3, 1991	English teacher workshop on Test Taking.
October 7-11	Test taking strategies workshop for students.

Cocoa High School
Study Skills Unit
Taught Through English Classes
Dates Workshops Presented:

Name of Teacher	Managing Time	SQ3R	Notetaking	Test Taking Strategies
[redacted]	10/28	11/4	11/25	11/18
[redacted]	10/2	10/22-23	12/2 + 12/11	11/18
[redacted]	10/4	10/15	11/12	11/18
[redacted]	10/3	10/15	10/31	11/18
[redacted]	11/21 - 11/26 - study skills unit on all three skills			11/18
[redacted]	10/3	10/21	11/15	11/18
[redacted]	9/30-10/1	10/23-10/24	11/27	11/18
[redacted]	9/26	10/4	11/28	11/18
[redacted]	9/26	9/5-9/13	9/13	11/18
[redacted]	9/30	8/30 + 9/4	11/15	11/18
[redacted]	month of November	11/21	11/15	11/18
[redacted]	9/16-9/20	10/15-10/16	11/15	11/18
[redacted]	9/26	10/16	11/26	11/18
[redacted]	10/1	10/15	11/13-14	11/18

Appendix H
Leadership Survey

LEADERSHIP SURVEY

Directions: Please circle the appropriate feeling you have about the capabilities of the leader of the study skills project in the area asked as follows:
1=never; 2=seldom; 3=sometimes; 4=most of the time; 5=always.

The leader took a role of being fully "in charge".	1	2	3	4	5
The leader expressed forcefulness and confidence when a decision was made.	1	2	3	4	5
The leader holds a set of values about the school.	1	2	3	4	5
The leader was able to understand and verbalize the concepts and ideas held by others.	1	2	3	4	5
The leader gathered information before developing the project.	1	2	3	4	5
The leader was able to involve all participants in the project.	1	2	3	4	5
The leader gave purpose for and to the project.	1	2	3	4	5
The leader had developed personal and group goals.	1	2	3	4	5
The leader followed up on all aspects of the project.	1	2	3	4	5
The leader assisted all teachers in this project.	1	2	3	4	5
The leader had organizational ability.	1	2	3	4	5
The leader delegated responsibility fairly.	1	2	3	4	5
The leader communicated through					
self presentation.	1	2	3	4	5
written communication.	1	2	3	4	5

DEVELOPED FROM THE FLORIDA PRINCIPAL COMPETENCIES BY THE AUTHOR.